



Safeguarding and Child Protection Policy

Date Adopted: 24th June 2020

Author/owner: Board of Trustees

Review: Annual or in response to legislative change



History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	24 th June 2020	Whole document	New safeguarding and child protection policy for whole Trust to ensure consistency across TLP and move away from individual safeguarding policies.	Strategic change to whole Trust policy
V1.2	10 th December 2020	Whole Doc	Change to some aspect and updating to KCSIE 2020	KCSIE and feedback from SgLS
V2.1	Sept 21	Whole Doc	Change to some aspect and updating to KCSIE 2021	KCSIE and feedback from SgLS
V2.1.1	Jan 22	Whole Doc	New Head Teacher (DSL)	New Head Teacher

Contents

History of most recent policy changes.....	2
1. Definitions.....	4
2. Policy Statement.....	4
3. Safer Recruitment and Selection.....	7
4. The Designated Safeguarding Leads.....	7
5. Types of Abuse.....	11
6. Signs of Abuse.....	15
7. Duty of Employees, Trustees, Governors, Consultants and Volunteers.....	16
8. Training.....	18
9. E- Safety/Online Safety.....	19
10. Whistleblowing.....	19
11. Supporting Children and Young People.....	20
12. What Staff Need to Know.....	20
13. Early Help [not to be confused with the Devon CC Early Help process – but clearly may be linked].....	21
14. Confidentiality/ Information Sharing.....	22
15. Bullying and Harassment.....	23
16. Visitors.....	23
17. Monitoring and Review.....	23
18. Communicating Safeguarding Messages with Staff, Parents, Pupils, Visitors, Governors, Trustees.....	23
Appendix 1: What to do if You are Worried About a Child, Young Person or Vulnerable Adult.....	25
Appendix 2: Safeguarding Referral: Internal Process to the School/Academy.....	26
Appendix 3: Academy Safeguarding Procedures, Key School Personnel and Safeguarding contacts (to be adapted by each Academy).....	Error! Bookmark not defined.
Appendix 4: Dealing with Initial Allegation / Disclosure of Abuse.....	35

Appendix 5: Dealing with Allegations About Staff (text continued from above)	37
Appendix 6: Preventing Radicalisation and Violent Extremism Policy	46
Appendix 7: Referral Process to Multi Agency Safeguarding Hub (MASH).....	53
Appendix 8: If You have Concerns About a Child.....	55
Appendix 9: Specific Safeguarding Issues	56
Appendix 10: Brooks' Sexual Behaviours Traffic Light Tool.....	74
Appendix 11: The Channel Referral Process re. Recruitment of Violent Extremism	78

All action taken by **Landkey Community Primary Academy** will be in accordance with:

- **Current legislation:**¹
- **Statutory guidance:**
 - **Working Together to Safeguard Children 2018: A guide to inter-agency working to safeguard and promote the welfare of children, which** sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
 - **Keeping Children Safe in Education** is statutory guidance issued by the Department for Education which all schools must have regard to when carrying out their duties to safeguard and promote the welfare of children. This is updated on a regular basis and policy should reflect the most up to date version.
 - **The Teacher Standards 2021** state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Key documentation, procedures and guidelines are detailed in the appendices

This policy should be read in conjunction with the following policies or their equivalent:

- The Academy's Reasonable Restraint Policy or equivalent
 - TLP Safer Recruitment Policy
 - TLP DBS Policy
 - TLP Managing Allegations of Abuse Made Against Staff Policy and Procedure
 - TLP Whistleblowing Policy
 - TLP Staff Code of Conduct
 - TLP Volunteers in Schools Policy and Procedure
 - TLP Social Media Policy
 - The Academy's Anti-Bullying /Peer on Peer Abuse Policy
 - The Academy's Behaviour Policy
 - The Academy's E-Safety Policy
 - The Academy's Policy on Supporting Children in Care
 - TLP Attendance Policy
 - The school's behaviour and antibullying policy
 - The school's Inclusion and SEND policy
- **Equalities Statement**

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty. This statement is supported by the TLP/School's Equality and Diversity policy.

1. Definitions

1. 'Safeguarding' is what we do for everyone in the Tarka Learning Partnership (TLP) (pupils, staff, workers, visitors, Governors, Trustees, Members, Consultants, volunteers, trainees, contractors*, parents/carers etc.) to ensure that they feel safe, and to try to prevent abuse taking place.

Safeguarding is defined in Keeping Children Safe in Education (2021) as:

“protecting children from maltreatment; preventing the impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (children includes everyone under the age of 18) ”.

***Contractors should also refer to the TLP Contractor Policy and Safeguarding Guidelines.**

2. 'Child Protection' (CP) refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child. Keeping Children Safe in Education (KCSIE) most up to date version).
3. 'Adults at Risk' or 'Vulnerable Adults' are also protected against abuse by legislation. They are defined as those 'aged 18 years or over who are, or maybe, in need of community care services by reason of mental or other disability, age or illness or who are unable to care for themselves, or unable to protect themselves against significant harm or exploitation' (No Secrets DH 2000). This may include adults with learning difficulties, mental health issues, physical impairments or drug and alcohol misuse.
4. We may have 'Vulnerable Adults' in our Academies or community as parents/carers, siblings, visitors etc., and all of the principles and reporting procedures relating to Child Protection also apply to this group.

2. Policy Statement

5. This Policy has been reviewed, authorised and adopted by the Tarka Learning Partnership Board of Trustees. It applies to all members of staff, workers, trainees, Members, Trustees, Governors, Consultants, contractors volunteers, pupils and visitors in our Academies. It also applies wherever staff or volunteers are working with pupils away from the TLP, for example, at an activity centre or on an educational visit.
6. This Policy will be shared in full with staff. It will be made available to parents/carers on request and can be produced in larger print or other more accessible formats if required. It will be published on the TLP website.
7. Each Academy/School in the Tarka Learning Partnership will adopt the Policy, having adapted the procedures and other appendices to suit their setting, and will publish it on their website. They will ensure that is made available, in creative ways that are more accessible, to all pupils, parents/carers and visitors.
8. It is the belief of the TLP that every pupil should feel safe and protected from any form of abuse which, in this Policy, means:
 - any kind of physical, sexual or emotional abuse,

- sexual violence or harassment including peer-on-peer abuse
- domestic violence,
- child criminal exploitation and sexual exploitation,
- female genital mutilation,
- radicalisation into violent extremism,
- neglect,
- discrimination,
- financial abuse,
- Institutional abuse.

9. The aim of the Policy is to ensure that:

- The Tarka Learning Partnership and all its Academies/Schools protect all their pupils, in every way possible, from any form of abuse, whether from an adult or another pupil;
- All adults, children and young people are aware of, and alert to, signs of abuse, both within the TLP and from outside, and are able to deal appropriately with every suspicion, disclosure or complaint;
- Any child or young person who may have been abused, is appropriately supported in accordance with his/her agreed Child Protection Plan;
- Academies/Schools are aware of any additional needs (including medical needs) of their children and young people, and are particularly vigilant in supporting those who they deem to be vulnerable to abuse;
- Academies/Schools and their staff are aware of the expectations (KCSIE 2021) regarding peer-on-peer abuse.
- All Academies/Schools operate robust and sensible health and safety procedures, have clear and supportive policies on drugs, alcohol and substance misuse, and take all practicable steps to ensure that TLP premises are as secure as circumstances permit;
- All Academies/Schools have policies and procedures for supporting and monitoring Children in Care and reporting on their progress to their LGB;
- Academies/Schools are able to consider and develop procedures to deal with any safeguarding issues which may be specific to individual children in our partnership or in our local area;
- Every complaint or suspicion of abuse from within or outside the TLP is taken seriously and in all proper circumstances is referred promptly to appropriate external agencies such as the Children's Social Care Department of the Local Authority, the Child Protection Unit of the Police (CPU) or the NSPCC;
- Where an allegation of abuse is made against a member of staff or a volunteer, the matter is dealt with in line with the TLP Managing Allegations of Abuse Against Staff policy and procedure and where necessary referred to the Local Authority Designated Officer (LADO) relevant to the area in which the individual Academy/School is based. Contact details relevant to each Academy/School are given at **Appendix 3**.

10. The Tarka Learning Partnership (TLP) is committed to preventative work to safeguard children and young people and to promote their welfare, and expects all staff and volunteers to share this commitment. This will include:

- Ensuring all pupils are aware of who they can talk to if they do not feel safe or have a safeguarding concern;
- Providing clear lines of communication for all pupils to trusted adults;
- Creating an atmosphere in each Academy/School where all pupils feel safe and valued, and where they believe that they will be listened to and supported;

- Regularly raising awareness of safeguarding issues with staff, Trustees, Governors and volunteers, ensuring they have regular training and briefings on any changes to legislation or accepted best practice;
 - Ensuring that all Academies/Schools have E-safety policies in place and that staff and pupils are aware of how to keep themselves safe on-line;
 - Ensuring that all pupils, staff, Trustees, Governors, Consultants, visitors and volunteers are aware of their responsibility in terms of safeguarding, and know how to raise safeguarding concerns in the Academy/School, and how to report and deal with any allegations of abuse;
 - Ensuring that appropriate aspects of safeguarding are included in the curriculum for pupils of all ages (usually through PSHE or SRE sessions) and are covered in the induction process for all pupils;
 - Supporting pupils' development in ways that foster their independence, confidence, self-esteem and security;
 - Developing robust processes for identifying, supporting and monitoring those pupils who may be vulnerable to, or at risk of, abuse;
 - Developing effective working relationships with other agencies involved in protecting children and young people e.g. the Police, Local Authority Social Care, Health, and voluntary agencies such as the NSPCC.
11. In relation to staffing and human resources, the TLP will also take all reasonable measures to:
- Ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the DfE guidance given in *Keeping Children Safe in Education (2021 and the Education (Independent School Standards) (England) Regulations 2010*;
 - Ensure that we carry out all necessary checks on the suitability of people who serve on the TLP's Board of Trustees and Local Governing Bodies in accordance with the above regulations and guidance;
 - Ensure that where the TLP ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a referral is made to the Disclosure and Barring Service as soon as possible if the criteria are met;
 - Ensure that Academies/Schools design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
 - Ensure that where staff from another organisation are working with our pupils on another site, the organisation adopts and implements the measures contained in the DfE guidance *Keeping Children Safe in Education (most up to date version)* and that they carry out appropriate child protection checks and procedures;
 - Follow the local inter-agency procedures of the Local Safeguarding Children Board(s) that relate to the Academies/Schools within the Tarka Learning Partnership.
12. The TLP has implemented the use of an electronic Safeguarding monitoring service (CPOMS) for recording all incidents and concerns of Safeguarding. All paper files prior to this will be kept securely as required by legislation. More information on CPOMS can be found in **Appendix 2**.

3. Safer Recruitment and Selection

The Tarka Learning Partnership pays full regard to the safer recruitment practices detailed in *'Keeping Children Safe in Education' (most up to date version)* including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks, dependent on the role and duties performed, including regulated and non-regulated activity (see KCSIE 2020). All recruitment materials will include reference to the Tarka Learning Partnership's commitment to safeguarding and promoting the wellbeing of pupils. The Academy/School will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. (Full details are set out in the TLP Safer Recruitment Policy).

4. The Designated Safeguarding Leads

- a. Each Academy/School will appoint a member of their Senior Leadership Team with the necessary status and authority to be the **Designated Safeguarding Lead or Deputy Designated Safeguarding Lead** to be responsible for matters relating to child protection and welfare who will attend senior leadership meetings to report on, plan and help implement Safeguarding across the Academy/School.
- b. Each Academy/School will also appoint a Deputy Designated Safeguarding Lead who will carry out this role when the Designated Safeguarding Lead is unavailable. The name and contact details of the Designated Safeguarding Lead and the Deputy are given in **Appendix 3**.
- c. Each Academy/School will also have a nominated Governor who is designated as the Local Governing Body's (LGB) lead on safeguarding, who will undertake appropriate training. S/he will ensure that the Governors are aware of their safeguarding duties and that the LGB receives annual reports and monitors the Academy's/School's policy implementation.
- d. The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will undertake appropriate safeguarding training in single and inter-agency working, and will attend refresher training at least at two yearly intervals in line with the **Safeguarding training and support across Tarka Trust guidance document**. They will also be required to attend briefing and training on any safeguarding issues that are of particular concern locally, or on any changes to legislation.
- e. The Designated Safeguarding Lead will be responsible for monitoring the use of CPOMS. They will ensure that all staff get appropriate training on how to record incidents and that staff who have full access understand their responsibilities.
- f. The Designated Safeguarding Lead or a Deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead (or Deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from the Trust Central Team – specifically the Director for Inclusion & Safeguarding. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or Deputy) as soon as is practically possible.

- g. The Designated Safeguarding Lead role can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out below, remains with the Designated Safeguarding Lead; this lead responsibility cannot not be delegated.
- h. The main responsibilities of the Designated Safeguarding Leads are:
- i. To take responsibility for the implementation of this Policy in their Academy/School, and to co- ordinate the Child Protection and Vulnerable Adult procedures, including implementation, regular review and updating and working with the Trustees as necessary;
 - ii. Managing referrals to other agencies including: the local authority children’s social care in cases of suspected abuse; Police South West Counter Terrorism Unit where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies;
 - iii. Undertake training to ensure they (and any deputies) have the knowledge and skills required to carry out the role (updated every 2 years).
 - iv. DSLs should have a good understanding of:
 - How to identify, understand and respond to specific needs that can increase the vulnerability of children
 - Specific harms that can put children at risk
 - The important role they play in providing information and support to children's social care in order to safeguard and promote the welfare of children
 - The lasting impact adversity and trauma can have on education, behaviour, mental health and wellbeing, and what is needed in responding to this
 - The difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication
 - Children in need (those with disabilities, or relevant health needs, and young carers), who have specific needs that the DSL should be alert to.
 - v. Further knowledge and skills should be updated at regular intervals and shared with relevant parties as appropriate;
 - vi. Identify wider training requirements for staff with regards to the safeguarding of children and young people and keep a record of training conducted and undertaken intervals in line with the **Safeguarding training and support across Tarka Trust guidance document** .
 - vii. Attend a meeting with their Head Teacher every term to overview safeguarding and will complete the TLP Safeguarding Dashboard every half term which will be returned to the TLP Designated Safeguarding Lead Officer;
 - viii. To undertake the roles and responsibilities of this position as set out by *Keeping Children Safe in Education (most up to date version)*;
 - ix. To ensure that all staff and volunteers in their Academy/School receive regular training and briefings, and are kept up to date with safeguarding issues locally and nationally, and to keep records of this training;
 - x. Analyse safeguarding data every half term to identify academy/school specific concerns and provide training and awareness to staff and students of these issues;
 - xi. To ensure that all staff are aware of their legal duty to report safeguarding concerns to

- Children's or Adults' Social Care or the Police, including concerns about pupils at risk of, or who have had, Female Genital Mutilation or are considered to be at risk of radicalisation or Child Sexual Exploitation;
- xii. To link with the Local Authority Safeguarding Partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
 - xiii. To take part in an annual audit of safeguarding practice in the Academy/School and to provide an annual report on safeguarding to the Local Governing Body and TLP;
 - xiv. To ensure that Governors have been briefed or trained on this Policy and the Academy's/ School's safeguarding procedure;
 - xv. To keep the Head Teacher informed of all actions, unless the Head Teacher is the subject of a complaint. (In this situation, the Designated Safeguarding Lead should consult with the Chair of the TLP's Board of Trustees or, in their absence, the Vice Chair of the TLP's Board of Trustees, named in **Appendix 3**);
 - xvi. To oversee the referral and monitoring of cases of suspected or alleged abuse to the Children's or Adults' Social Care Department or the Police (using the agreed Multi-Agency Referral Form);
 - xvii. To ensure that a proper and confidential record is maintained of any Child Protection or Vulnerable Adult referral, safeguarding complaints or concerns (even when this does not lead to a referral);
 - xviii. To ensure that all such records are kept confidentially and securely until the child's 25th birthday and that they are separate from other Academy/School records;
 - xix. Ensure that they or a member of the Safeguarding team attend the TLP DSL meetings every term;
 - xx. To ensure that all key stakeholders (parents/carers, staff, pupils, Trustees, Governors and visitors) are aware of this Policy and relevant procedures, and that they are available on the Academy/School website and in accessible formats as appropriate;
 - xxi. To liaise with Children's and Adult's Social Care, the local Safeguarding Children Board, the Police and other agencies on safeguarding issues on behalf of the Academy/School /TLP;
 - xxii. To act as a source of support, advice and expertise within the Academy/School, including advising on whether to make a referral;
 - xxiii. To be the first point of contact for parents/carers, pupils, teaching and non-teaching staff and external agencies in all matters of Child Protection, Vulnerable Adults and safeguarding;
 - xxiv. Refer cases to the Channel programme where there is a radicalisation concern as required;
 - xxv. Liaise with the Head Teacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
 - xxvi. To ensure that pupils on a Child Protection Plan or who are deemed to be at risk are monitored, ensuring that records are maintained and updated as notification is received, and that relevant staff attend any case conferences or multi-agency planning meetings and contribute to assessments etc. as required, ensuring that parent/carers and pupils are kept informed as appropriate;
 - xxvii. To ensure that any pupil on a Child Protection Plan, or about whom there are safeguarding concerns, who is absent for more than two days (or sooner if agreed by social care) is reported to Children's Social Care where required;
 - xxviii. To ensure that the Academy/School has a policy for supporting Children in Care and that there is a named person designated to lead this work;
 - xxix. Support Academy/School staff to work with external agencies;
 - xxx. To ensure that any employers, training providers or alternative education providers receiving pupils on placements or courses have appropriate safeguarding policies and procedures in place;

- xxxi. In relation to allegations against staff, to liaise with the Local Authority Designated Officer (LADO), the local Children's Social Care service and other external agencies as and when appropriate, including the Police and the Disclosure and Barring Service following the TLP Managing Allegations of Abuse Made Against Staff policy and procedure;
- xxxii. To ensure that where a child leaves the Academy/School, Children's Social Care are informed in writing, and that their Child Protection file is copied for the new school, college or training provider, following the relevant local authority guidance and confidentiality procedures, and transfer it separately from the main pupil file;
- xxxiii. If Early Help is appropriate support staff members liaising with other agencies and setting up an inter-agency assessment as appropriate;
- xxxiv. Ensure that there is constant review and communication with children's social care if the child's welfare is still a concern;

In addition the role of the DSL includes the following responsibilities:

- Specific reference to online safety where it's mentioned that DSLs should take lead responsibility for safeguarding and child protection
 - Working with the mental health leads where safeguarding concerns are linked to mental health
 - Promoting supportive engagement with parents and carers
 - Promoting educational outcomes of children in need by knowing and helping to address issues they're experiencing or have experienced, by:
 - Ensuring the school or college knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising the lasting impact there can be on children's educational outcomes
 - To work with the headteacher and 'relevant strategic leads'
 - On information sharing:
 - Understanding the importance of information sharing with other schools/colleges on transfer, including in-year transfers and between primary and secondary education
 - Ensuring information in child protection files is kept confidential and stored securely
 - Clarifying that the child protection file should be transferred to a new school or college within 5 days for an in-year transfer or within first 5 days of the start of a new term
- i. The TLP Designated Safeguarding Lead Officer will provide advice and guidance to all the academies/schools, central TLP team and the Board of Trustees. They will possess a strategic overview of Safeguarding across the TLP and will work closely with the Academy Designated Safeguarding Leads to ensure Safeguarding Policies, Protocols and legislation are implemented across all of the TLP Academies/ Schools.
- j. The main responsibilities of the TLP Director for Inclusion and Safeguarding (DIS) are:
- i. To work with Head Teachers and Designated Safeguarding Leads in the application of effective safeguarding within their academies/schools in accordance with legislation and national and local policy;
 - ii. Guide and support academies on improving safeguarding practice, bring together

- expertise from different academies/schools and support capacity building and training;
- iii. Maintain an overview of practice and training requirements across academies;
- iv. Provide clear professional consultancy and expertise in relation to any safeguarding matters to all Designated Safeguarding Leads and other relevant staff;
- v. Model and promote partnership with key agencies ensuring collaboration, information sharing and integrated planning for the benefit of the child;
- vi. Organise and facilitate a safeguarding meeting every term for all academy Designated Safeguarding Leads;
- vii. To monitor and support the use of CPOMS across the TLP;
- viii. Provide support and guidance to academies/schools where an allegation against a member of staff has been made with a specific focus on the welfare of the child or young person;
- ix. Ensure robust, appropriate mechanisms for information sharing between academies and other external agencies are in place, particularly the Police and Social Care;
- x. Develop and nurture effective working relationships and communications across the TLP, ensuring all work in this area is compliant with relevant safeguarding legislation and local LSCB Procedures;
- xi. Contribute to safeguarding reviews and updates of local procedures and policies ensuring they remain compliant with relevant national policy, legislation and regulation, including equality and anti-discrimination legislation;
- xii. Support Head Teachers and Designated Safeguarding Leads to ensure every member of TLP staff has access to and understands the TLP's Safeguarding Policy and Procedures;
- xiii. Collate, analyse and report on confidential and sensitive data relating to safeguarding to identify issues, establish trends and ensure that data is monitored highlighting concerns to the Board of Trustees;
- xiv. Implement systems and processes to ensure compliance with mandatory training requirements;
- xv. Responsible for collecting, collating and reporting findings from DSLO term reports to the TLP Strategic Lead and TLP Board of Trustees;
- xvi. Identify and organise Safeguarding training as required for academies/ schools;
- xvii. Network with external agencies and providers.

The Director for Inclusion and Safeguarding reports to the Board of Trustees.

5. Types of Abuse

- a. The diagnosis of abuse is complicated, and it is not the role of staff to define abuse, or to attempt to decide whether or not a child or young person has suffered abuse within these categories. However, all staff, workers, trainees, volunteers, Consultants, Contractors, Trustees and Governors should have a basic knowledge of the categories of abuse, and be able to recognise possible symptoms, so that they can take appropriate action. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with another.
- b. Abuse is a form of maltreatment of a child or young person. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult, or adults, or by another child, children or young people. More detailed information about types of abuse is referenced in Annex 1 of *Keeping Children Safe in Education (most up to date version)*. It defines the following types of abuse:

- i. **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 (Fabricated or Induced Illness).
- ii. **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.
- iii. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children or young people.
- iv. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

c. Contextual Safeguarding

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

d. Upskirting

Under the Voyeurism (Offences) Act 2019 this typically involves taking a picture under someone's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence, punishable by up to two years in prison.

- e. Other forms of abuse which need to be reported, and may particularly relate to Vulnerable individuals, are:
 - i. **Domestic violence** is also defined as abuse if it is witnessed by children or young people. This is 'any incident of threatening behaviour, violence or abuse (psychological, physical, financial or emotional) between adults who are, or have been, intimate partners or family members'. Referrals should be made to the Multi-Agency Risk Assessment Conference (MARAC), but staff should report these issues under the safeguarding procedures.
 - ii. **Financial or material abuse:** this involves the theft or misuse of a child or vulnerable adult's money (e.g. child or disability benefits), fraud or extortion;
 - iii. **Discrimination or harassment:** if based on someone's characteristics that are protected by the Equality Act (e.g. gender, race, sexual orientation, disability, religion or belief) this can, in some situations, be considered to be abuse or hate crime;
 - iv. **Institutional abuse:** where an institution (such as an Academy/School) has policies or practices that deny children or vulnerable adults their dignity, or assert power and create a climate where the forms of abuse listed above are allowed to continue without challenge.
- f. Keeping Children Safe in Education recommends that up-to-date guidance and practical support on the specific abuses listed below is sought, as needed, from experts and professional organisations. It also provides links to specific advice and guidance on particular issues (see: [Keeping Children Safe in Education Part 1 \(latest version\)](#)). Academies/Schools will also aim to cover these areas in their training programmes, and to make staff aware that there is also guidance on all these areas on their local Safeguarding Children's Board website. More information on Specific Safeguarding issues can be found in **Appendix 9:**
 - i. Bullying, including cyberbullying;
 - ii. Domestic violence;
 - iii. FGM
 - iv. County Lines
 - v. Child sex exploitation
 - vi. Peer on Peer abuse
 - vii. Fabricated or induced illness;
 - viii. Faith abuse;
 - ix. Gangs and youth violence;
 - x. Gender-based violence/violence against women and girls (VAWG);
 - xi. Private fostering;
 - xii. Preventing radicalisation;

- xiii. Sexting;
- xiv. Trafficking and modern slavery;
- xv. So called 'honour based' violence;
- xvi. Breast ironing.

g. Peer on peer abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up” – there is ‘zero tolerance’. It is best addressed through a whole school approach with clear reporting systems and understanding by all within the school community.

Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)

Children can abuse their peers online through:

- o Abusive, harassing, and misogynistic messages
- o Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- o Sharing of abusive images and pornography, to those who don't want to receive such content

Staff should:

1. Recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports:
 - Recognise that peer-on-peer abuse may be taking place, even if not reported
 - Understand their role in preventing it and responding to it if they believe a child may be at risk
 - Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
 - Abuse can take place inside and outside of school or online

Most cases of pupils hurting other pupils will be dealt with under our academy's/school's behaviour and antibullying policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- ii. Is serious, and potentially a criminal offence;
- iii. Could put pupils in the school at risk;
- iv. Is violent;
- v. Involves pupils being forced to use drugs or alcohol;
- vi. Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).
- vii. Sexual violence and harassment

If a pupil makes an allegation of abuse against another pupil:

- viii. Staff must tell the DSL and record the allegation, but do not investigate it;
- ix. Following initial exploration, and information gathering, the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- x. As appropriate the DSL will put a risk assessment and support plan into place for all children involved

- both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed;
- xi. As appropriate the DSL will contact agencies that may offer further support to the children possibly including the children and adolescent mental health services (CAMHS).

Schools will minimise the risk of peer-on-peer abuse by:

- xii. Challenging any form of derogatory or sexualised language or behaviour;
- xiii. Being vigilant to issues that particularly affect different vulnerable groups—Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- xiv. Ensuring pupils know they can talk to staff confidentially by to ensure their wishes are understood;
- xv. Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

6. Signs of Abuse

- a. All staff should be aware of, and be vigilant in looking out for, possible signs of abuse. These include (but are not limited to):
 - i. Where the pupil makes a disclosure, saying they have been abused or asks a question which gives rise to that inference;
 - ii. Where there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
 - iii. Where the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
 - iv. Where the pupil is reluctant to work with a member of staff and does not wish to discuss reasons;
 - v. Where the pupil's development is delayed;
 - vi. Where the pupil loses or gains weight or there is deterioration in the pupil's general well-being;
 - vii. Where the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
 - viii. Where a pupil has unexplained absences that they cannot account for;
 - ix. Where a pupil expresses views that appear to justify violent extremism;
 - x. Where the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.
- b. **Children Missing from Education (CME)** (to be read in conjunction with Attendance Policy)

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 academies/schools unauthorised absence and children missing

from education procedures. The Academy/school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the academy/ school and the local authority. The Academy/School should follow the guidance detailed in Children Missing Education on Babcock web pages.

<https://www.babcockldp.co.uk/safeguarding-and-compliance/children-missing-education>

If you know or suspect a child is missing from education, please let the CME team know immediately by referring to the guidance on Checks are routinely carried out before contacting parents or carers, so it is always better to advise us if you are in any doubt.

You can contact the CME team by phone or email. Professionals and agencies that have concerns are kindly requested to complete the CME Referral Form (CME1) that can be found in the resource section and return as instructed on the form. Any queries, please contact the CME team.

Parents/carers must be made aware of their responsibilities when a student's is placed on a Fixed Term Exclusion to ensure that they are kept safe. Academies should be aware of what provision is going to be implemented by parents/carers. Where the Academy may have concerns about a family, referrals to appropriate agencies (First Response, First Point etc.) should be made, especially if no contact can be made whilst the student is on a fixed term exclusion.

7. Duty of Employees, Trustees, Governors, Consultants and Volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

- 7.1 Every employee (whether directly of TLP or an external provider), Trustee of the Tarka Learning Partnership and Governor of each Academy/School as well as every volunteer who assists the Academy/School is under a general legal duty:
- i. To protect children and Vulnerable Adults from abuse;
 - ii. To be aware of the TLP's Safeguarding and Child Protection Policy and Procedures and to follow them;
 - iii. Where possible more than one emergency contact telephone number is recorded for each pupil;
 - iv. The school follows the TLP Safer Recruitment Policy and operates "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
 - v. To know how to access and implement the procedures, independently if necessary;
 - vi. To keep a sufficient record of any significant complaint, conversation or event in accordance with this policy;
 - vii. To report any matters of concern to the Designated Safeguarding Lead* or directly to Children's Social Care if required;
 - viii. To be aware of other TLP and Academy/School specific policies and procedures that have safeguarding implications (for example restraint, E-safety, intimate care plans, anti-bullying arrangements).

**Staff may share information directly with Children's Social Care or the Police if they are convinced that there is a risk of immediate serious harm, and a direct report is the only way to ensure the pupil's safety and the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, the Head Teacher and the DECEO or CEO are not available.*

- 7.2 Governors should ensure their Academy's/School's safeguarding arrangements take into account the procedures and practice of the Local Authority Safeguarding Partners.

The Tarka Learning Partnership(TLP) is wholly committed to ensuring that all children and adults at risk who engage with the TLP are cared for in a safe and secure environment.

The TLP will establish and maintain an environment and culture where:

- ix. children are kept safe, feel safe, are able to talk about and are listened to when they have a worry or concern
- x. parents/carers are confident that their child is kept safe and feels safe
- xi. staff and volunteers feel safe, are encouraged and able to talk and are listened to when they have concerns about the safety and wellbeing of a child
- xii. ensure children know that there are adults in any school within the TLP whom they can approach if they are worried
- xiii. Ensure that children who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been/are at risk of being abused and neglected.
- xiv. consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Tarka Learning Partnership will ensure that all policies and procedures in respect of safeguarding children throughout the TLP are up to date and in line with the Keeping Children Safe in Education.

The TLP will ensure that all their academies/schools:

- xv. have a designated safeguarding Lead (DSL) and a designated governor for safeguarding
- xvi. have in place safeguarding arrangements which adhere to the statutory guidance in Keeping Children Safe in Education (latest version) and which are designed to take account of all possible safeguarding issues including child sexual exploitation (CSE) and preventing radicalisation
- xvii. adhere to safe recruitment practices
- xviii. maintain a Single Central Record (SCR)
- xix. have arrangements for working together with other agencies and for sharing information with other professionals
- xx. take account of local procedures and practices established by the local Safeguarding Children Boards and comply with any requests from those Boards
- xxi. have in place effective child protection and staff behaviour/code of conduct policies
- xxii. provide appropriate supervision and support for staff including undertaking safeguarding induction and training
- xxiii. follow clear policies for dealing with allegations against people who work with children
- xxiv. have clear procedures in place to handle allegations of abuse against children

- xxv. have clear whistleblowing procedures following the TLP Whistleblowing Policy
- xxvi. appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe
- xxvii. put in place appropriate safeguarding responses to children who go missing from education
- xxviii. fulfil all of their statutory responsibilities in respect of safeguarding and promoting the welfare of children.

The TLP will:

- xxix. Monitor the quality of safeguarding practices and their impact on outcomes for children across the Trust and provide regular reports to the Trust Board. An annual report to the TLP Board of Trustees will address key safeguarding concerns that have arisen, issues flagged following post incident reviews and audits, emerging safeguarding issues and training needs.
- xxx. Monitor academy/school compliance at each academy/school within the TLP, through an annual safeguarding audit, a report to the LGB by each Academy/School and through staff performance measures.
- xxxi. Work with the Head Teachers of the academies/schools to ensure that the performance of vulnerable children is effectively monitored and that appropriate support is made available to those children who are at risk of achieving poor outcomes
- xxxii. Liaise with local authority lead professionals for safeguarding, local authority MASH (Multi Agency Safeguarding Hubs) , Ofsted, and other agencies as required
- xxxiii. Commission external challenge and support where appropriate to ensure academies meet their statutory responsibilities in respect of safeguarding and promoting the welfare of children
- xxxiv. Provide opportunities to DSL from each academy across the Trust to meet to discuss practice, to share learning and to train together. This will include sharing post incident reviews and action points to improve practice.

8. Training

- 8.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- xxxv. this Policy;
- xxxvi. relevant training;
- xxxvii. other HR policies including the staff Code of Conduct;
- xxxviii. the identity of the Designated Safeguarding Lead and his / her Deputy; and
- xxxix. a copy of Part 1 of *Keeping Children Safe in Education (2021) – Full version* ([Keeping Children Safe in Education \(2021\)](#)).

The Head Teacher, all Academy staff members and the nominated Governor will undertake appropriate child protection training which will be updated regularly. Level 3 trained staff must update every two years and basic level two training for all staff must be updated annually.

- 8.2 The TLP will provide Safeguarding training to all of its employees annually and will provide regular updates to staff by email, staff meetings and e-bulletins to ensure their skills and knowledge are kept up to date; this will include regular meeting with the Safeguarding leads across all the schools.

8.3 Reasonable Restraint

All academies/schools will have a selection of staff trained in Positive Handling (Team Teach or PIPs) and will record any incidents that occur in Bound and Numbered books or CPOMS. A designated member of staff in each academy/school will be responsible for monitoring and signing off all recorded incidents. All staff will know where the bound and numbered book is kept or how to sign onto CPOMS and when they are required to complete an incident form.

Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires.

The Team-Teach approach will:

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guideline concerning restrictive physical intervention.
- Reinforce the essential verbal and non-verbal skills required in a crisis situation
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.
- Following training, providing staff with knowledge, understanding and physical skills required for their personal safety, and the management of young people in their care.
- Offers post-incident structure to both the pupil and member of staff
- Underpinned by the foundations of all actions being assessed against being reasonable, necessary and proportionate.

9. E- Safety/Online Safety

9.1 All academies/schools should have a clear policy and procedures for E-Safety and have a staff member who can lead in this area. All pupils (and parents/carers) should be given clear advice on how to keep safe on-line and how to report any abuse received through social media etc. Staff, workers, trainees and volunteers should also adhere to the TLP Social Media and Acceptable Use of ICT policies.

9.2 Academies/schools should also regularly review the filters and monitoring that they have on internet and social media usage to ensure that pupils are not able to access inappropriate materials.

Whilst it is essential that we ensure that appropriate filters and monitoring systems are in place; they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and Safeguarding. The TLP is working to implement a whole Trust IT strategy.

Any cyber-bullying, sexting etc. should be reported to the Designated Safeguarding Lead and dealt with under the Academy/School procedures for tackling bullying, unless the pupil is at risk of significant harm, in which case, safeguarding procedures should be used.

10. Whistleblowing

See Tarka Learning Partnership’s Whistleblowing Policy: <https://tarkatrust.org.uk/>

- 10.1 All staff are required to report to the Head Teacher of their Academy/School or if it involves the Head Teacher the Chair of the Local Governing Body any concerns or allegations about Academy/School practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. In the event of their unavailability, concerns should be reported to the Designated Safeguarding Lead or the Deputy in his / her absence. All staff can approach the TLP central team with concerns about the behaviours or practices in their academy or school. If there are safeguarding concerns about the TLP central team, then staff should discuss their concerns with either the Deputy CEO or CEO or if the concerns involve these staff, then staff should discuss their concerns with the Chair of the Board of Trustees.
- 10.2 If it is felt necessary to consult outside the Academy, staff should speak in the first instance to the LADO (Local Authority Designated Officer) following the Whistle Blowing Policy. Further guidance can be found in **KCSIE (latest version)- Part four: Allegations of abuse made against teachers and other staff.**
- 10.3 There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

11. Supporting Children and Young People

11.1 The TLP will do all that it can to support pupils who have been subject to abuse. This may include:

- Recognising that any pupil who has been abused or witnessed domestic violence may feel vulnerable, helpless and humiliated, and may blame themselves and find it difficult to develop and maintain a sense of self-worth;
- Recognise that the Academy/School may provide the only stability in the lives of the pupils who are at risk or harm or have been abused, and that this needs to be maintained;
- Offering a range of pastoral support, and bringing in external support or signposting where appropriate to other experts e.g. Educational Psychologist, Counsellor;
- Ensuring that the curriculum includes content relating to improving self- esteem, healthy relationships and safeguarding;
- Providing additional support to vulnerable pupils during transition into, or out of, the Academy/School.

12. What Staff Need to Know

All staff need to be aware of the systems within **Landkey Community Primary Academy** which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated. All staff should:

- Know the DSL and any deputies and how to contact them;
- Know the Governor responsible for safeguarding;
- Read and understand this policy and revisit it annually or when significantly amended;
- Read and understand Part 1 and Annex A of Keeping Children Safe in Education (latest version) annually;
- All staff will be made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments;

- Attend safeguarding training;
- Be aware of the school's/academy's procedures in order to identify those pupils in need of early intervention/help and take appropriate and timely action where there are concerns for the welfare and protection of children and young people, particularly concerning referrals of cases of suspected abuse and neglect;
- Adhere to the academy's /school's Staff Code of Conduct and behaviour management policies;
- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children's social care. Staff should never promise a child that they will not tell anyone about an allegation as this may ultimately not be in the best interests of the child;
- Be clear as to the school's policy and procedures with regard to peer on peer abuse and children missing education;
- Report concerns about a child/young person immediately or as soon as it is practicable to the DSL. If the DSL, deputy DSL or member of SLT is not available and a child is in immediate danger or is at risk of harm a referral should be made to children's social care or the police immediately. The DSL should be informed as soon as possible after the incident is reported;
- Be aware of signs of abuse or neglect and the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND)
- Have the skills, knowledge and understanding to keep looked after children and previously looked after children safe;
- Be aware of whistleblowing procedures;
- Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism;
- Report any potential safeguarding concerns about an individual's behaviour and actions towards children and young people immediately.
- 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.

13. Early Help [not to be confused with the Devon CC Early Help process – but clearly may be linked]

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

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

13.1 What school/academy staff should look out for

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

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

13.2 Serious Violence

All staff should be aware of the indicators, which may signal that children are at risk from, or are involved in serious crime. More information on this can be found in **Appendix 9**.

14. Confidentiality/ Information Sharing

14.1 The TLP recognises that all matters relating to Child Protection are confidential, and the DSL and their Deputy will only disclose information about individual pupils on a need to know basis (i.e. where there is a legitimate and clear purpose for the sharing);

14.2 Where appropriate, consent to share will be sought from children and young people and their parent/carers, however there may be occasions where information is shared without their consent to protect them from harm;

14.3 The TLP will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

The Tarka Learning Partnership will co-operate with police and children's social care services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working Together to Safeguard Children (March 2018);

14.4 Where allegations have been made against staff, the Academy will follow the TLP Managing Allegations of Abuse Made Against Staff policy and procedure and consult with the LADO and, where appropriate, the police and children's services to agree the information that should be disclosed and to whom;

14.5 Whilst the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact

the DSL to discuss. The school will use the government's guidance 'Information Sharing: Advice for practitioners providing services to children, young people, parents and carers' (2018) to help manage information sharing in school.

14.6 The DSL has the right to challenge a request of information from external services if appropriate however if the request is to proceed against the judgement of the DSL they must ask for written confirmation before passing the information on;

14.7 All staff and volunteers will be made aware of the parameters of confidentiality and that where they have a responsibility to share information with external agencies;

14.8 All staff will be made aware that they cannot promise a pupil or parent/carer not to disclose information if anyone is at risk of harm or that might compromise their safety or well-being;

14.9 DSLs will always undertake to share the intention to refer to Children's Social Care with parents/carers unless to do so would put the pupil at risk of harm, would impede a criminal investigation or may be part of a case of fabricated illness. If in doubt they will consult the relevant Social Care Department for advice.

15. Bullying and Harassment

15.1 All Academies/ Schools will have a policy and procedure to prevent bullying and harassment and to deal with any cases that arise. If bullying or harassment is likely to cause 'significant harm' or could be considered a hate crime (e.g. is homophobic, racist, disablist etc.) then it should be reported to Children's Social Care or the Police using the safeguarding procedures.

16. Visitors

16.1 Academies/Schools will put in place robust arrangements to ensure that all visitors are monitored for safeguarding purposes. All visitors will be asked to sign in at Reception and will be given basic information about safeguarding. Visitors who do not provide evidence of DBS and/or photo ID will not be left unsupervised in an Academy/School.

17. Monitoring and Review

17.1 The Tarka Learning Partnership will review the Policy each year against the national legislative framework, national and local guidance, and accepted best practice. Academies/Schools should also review their procedures at least annually.

17.2 An end of term and annual report on safeguarding will be produced by each Academy/School for their LGB. This will be supported by the submission of a Safeguarding Dashboard once every half term.

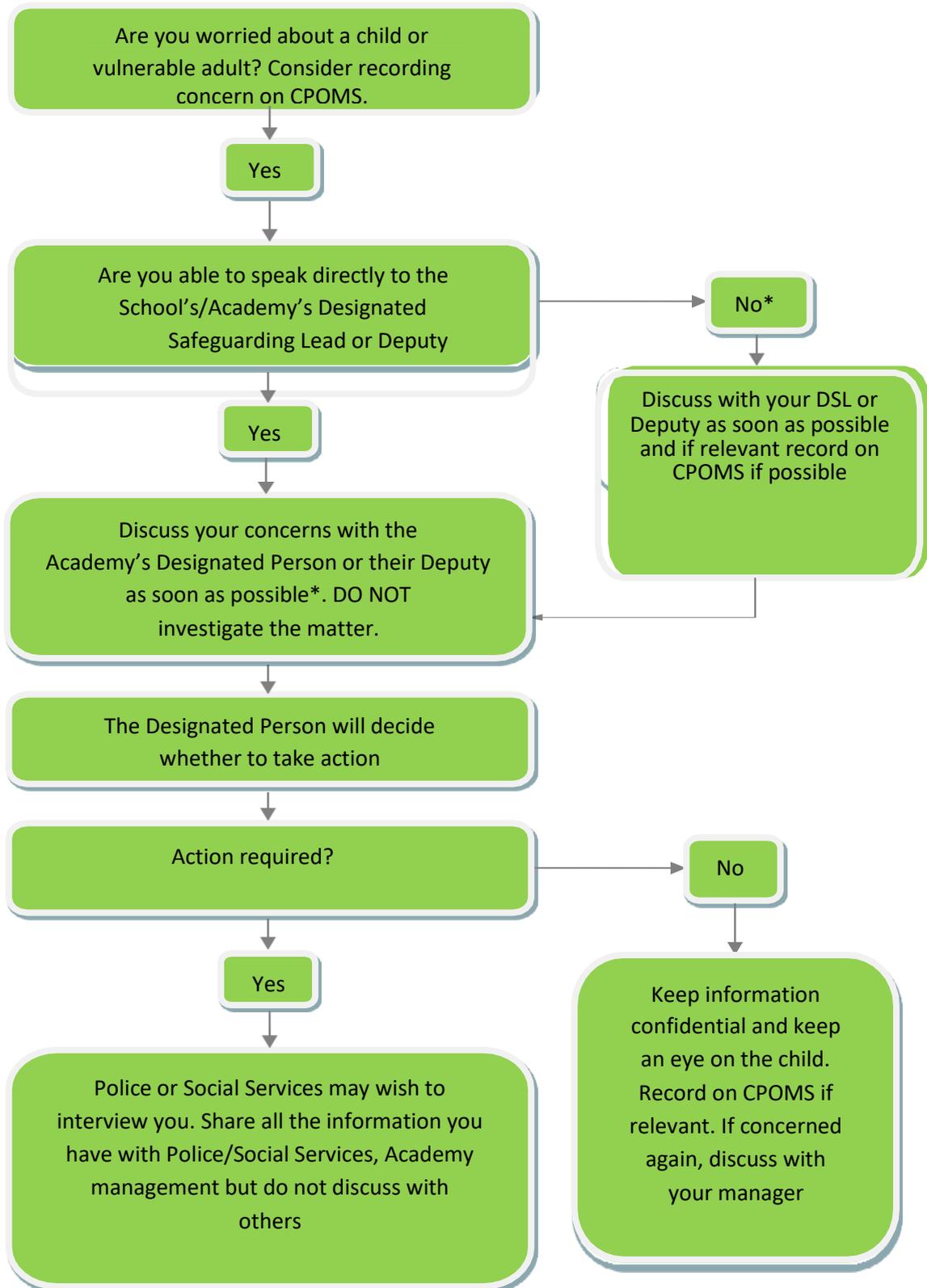
18. Communicating Safeguarding Messages with Staff, Parents, Pupils, Visitors, Governors, Trustees

18.1 Schools/academies will publish a range of materials to support key messages about Safeguarding: -

- **Staff training and safeguarding updates**
- **Staff handbooks/safeguarding publications**
- **Notices with photographs of safeguarding school/ academy personnel**

- Annual issue of KCSIE
- Annual update of this policy
- Poster – Appendix 8
- Child Line posters
- Other relevant posters suited to context of the school i.e. age range
- Pupil safeguarding updates

Appendix 1: What to do if You are Worried About a Child, Young Person or Vulnerable Adult



*Staff may share information directly with Children's Social Care or the Police if they are convinced that there is a risk of immediate serious harm and a direct report is the only way to ensure the pupil's safety and the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, the Head Teacher, Executive Head Teacher and the CEO are not available. They may also use the Whistle Blowing Policy if appropriate. **Please see Appendix 7 for the Local Authority Referral Process and important contact numbers**

Appendix 2: Safeguarding Referral: Internal Process to the School/Academy

Landkey Community Primary Academy uses CPOMS for the monitoring of Safeguarding and Child Protection issues. Working alongside the Academy's/School's existing safeguarding processes, CPOMS will help with the management of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more.

Every member of staff across the Academy/School has an obligation to report any concerns which they may have using CPOMS. The system allows the Academy/School to record information in a central repository and have relevant people alerted immediately.

All staff that have access are expected to report their concerns using CPOMS, staff will still have the opportunity to ask for advice from the Safeguarding Team and must do so if there is a high level of concern.

Anyone who does not have access to CPOMS (Supply Staff, volunteers, external agencies) will be expected to fill in an Academy/School incident form below.

These are also available from Sam Piper, School Business Manager, in the school office.



Landkey Community Primary Academy



Safeguarding Referral Form (to be used if a disclosure is made by a pupil or parent/carer)

This form should be used when a pupil or parent/carer discloses to any member of staff or volunteer that they or another pupil is suffering from, or is at risk of, abuse (defined as 'significant harm'). Please refer to the guidance overleaf before proceeding, and when completed, pass the form immediately to the Designated Safeguarding Lead or their Deputy.

1. Referrer:

Name:

Role:

2. The Pupil

Name:

DOB:

Year/Class:

3. Parent/carer details:

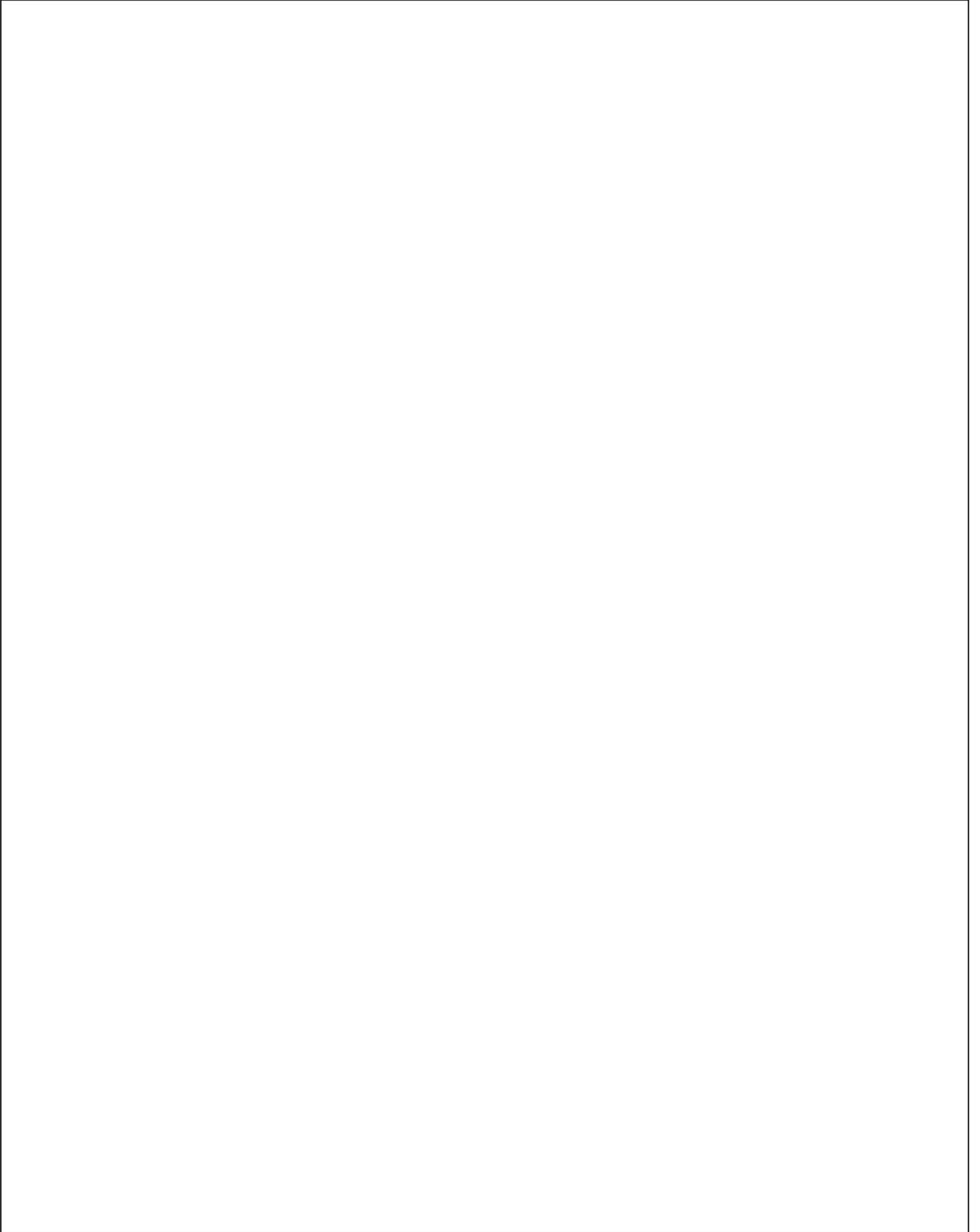
Name(s):

Address:

Phone/Mobile:

4. The issue (Record of conversation - use continuation sheet if necessary):

- Record what was said by the pupil and by you
- Include as much detail as you can about any perpetrator
- Use the exact words and phrases used by the pupil
- Clearly distinguish between fact, observation, allegation and opinion
- Note the non-verbal behaviour and the key words in the language used by the pupil



5. Did anyone else witness the disclosure?

Name and contact of others present:

6. Did the child/vulnerable adult give consent to share?

Please state the exact words used:

If not, did you explain that you would have to share this information with the Designated Safeguarding Lead and who else might receive this information and why (please circle)? Yes / No

7. Has the parent/carer been notified? If yes, what did they say?

Note the exact words used by the parent/carer:

8. Additional Information

Taking into account issues of Data Protection, include any relevant background information about family situation etc. that you are aware of, any siblings or other young people who may be at risk, any support services or agencies involved with the young person.

9. Any other comments

Signed.....

Time and date:.....

Ensure the pupil is safe and being cared for before you leave them, and be clear what you have agreed about contacting the school's Designated Safeguarding lead or their Deputy.

This form and any notes taken must be passed to the Designated Safeguarding Lead or their Deputy as soon as possible and in any event no later than the end of the timetabled day.

If the allegation or complaint is made against the Designated Safeguarding Lead or their Deputy, this information should be passed directly to Head Teacher.

(Back of safeguarding referral form above)

Do's and Don'ts of conversing with a student/young person re. a disclosure
<p>Do:</p> <ul style="list-style-type: none">• Allow the pace of the conversation to be dictated by the pupil• Ask neutral questions which encourage the pupil to talk such as “can you tell me what happened?”• Accept what the pupil says and do not ask for further detail• Acknowledge how hard it was for them to tell you• Reassure the pupil that they have done the right thing• Explain whom you will have to tell (the Designated Safeguarding Lead) and why
<p>Don't:</p> <ul style="list-style-type: none">• Burden the pupil with guilt by asking questions such as “why didn't you tell me before?”• Interrogate or pressure the pupil to provide information• Do not ask leading questions which could compromise case evidence• Ask any questions that start with the words, how, what, when, where and why• Criticise any perpetrator• Promise confidentiality or make promises that you cannot keep such as “it will be alright now”

The TED Framework is useful when dealing with a disclosure:

Tell me

Explain to me

Describe to me

All forms should be signed off by the Designated Safeguarding Lead and filed securely. The outcome must also be recorded.

Appendix 3: Academy Safeguarding Procedures, Key School Personnel and Safeguarding Contacts

Contacts and Key Personnel

Name of Academy: Landkey Community Primary Academy

Telephone Number: 01271 830421

Designated Safeguarding Lead

Name: Georgie Gratton

Email: Georgie.gratton@landkey-primary.devon.sch.uk

Deputy Designated Safeguarding Lead

Name: Lucy Mardling

Email: lucy.mardling@landkey-primary.devon.sch.uk

Head Teacher

Name: Georgie Gratton

Email: Georgie.gratton@landkey-primary.devon.sch.uk

Designated Governor

Name: Annette Hennessy

Email: Annette.hennessy@landkey-primary.devon.sch.uk

Telephone: 01271 830421

TLP Designated Safeguarding Lead Officer: Director of Inclusion and Safeguarding

Name: Chris Wardle

Email: admin@tarkatrust.org.uk

Telephone: 01271 443125

Academy/School Prevent Officer

Name: Georgie Gratton

Email: georgie.gratton@landkey-primary.devon.sch.uk

Academy/School E Safety Officer

Name: Sam Piper

Email: admin@landkey-primary.devon.sch.uk

Local Authority Contact Information

Ensure any concerns that a child is at risk of harm is reported to social care or the police. Please use the Devon MASH (or equivalent) threshold tool for guidance and if you are still unsure contact the social care consultation links for support:

Devon MASH - 0345 1551071

Or contact the police – 999 emergency /101 non emergency

If a child is open to social care, ensure that any concerns are reported to the allocated social worker. If you are unsure of who the allocated social worker is contact local social work teams on the following numbers:

Devon – 0345 155 1078

Other Useful Contact Numbers

MARAC

What is a MARAC?

A MARAC, or multi-agency risk assessment conference, is a meeting where information is shared on the highest risk domestic abuse cases between representatives of local police, probation, health, child protection, housing practitioners, Independent Domestic Violence Advisors (IDVAs) and other specialists from the statutory and voluntary sectors.

After sharing all relevant information about a victim, representatives discuss options for increasing safety for the victim and turn these options into a co-ordinated action plan. The primary focus of the MARAC is to safeguard the adult victim.

The Devon MARACs have also established a firm link with the Devon MASH through a new dual referral form to ensure that there is appropriate consideration of safeguarding children. For more information about the new combined MARAC Referral and MASH Enquiry Form [please click here](#). The MARAC will also make links with other fora to safeguard children and manage the behaviour of the perpetrator. At the heart of a MARAC is the working assumption that no single agency or individual can see the complete picture of the life of a victim, but all may have insights that are crucial to their safety. The victim does not attend the meeting but is represented by an IDVA who speaks on their behalf.

MARAC contact: North Devon and Torridge
01271 335380

Devonbcudaonorth@devonandcornwall.pnn.police.uk

For more information about MARAC, please visit
[MARAC - Domestic and Sexual Violence and Abuse \(devon.gov.uk\)](http://www.devon.gov.uk/marac)

or SafeLives, (a national charity dedicated to ending domestic abuse. Previously called Co-ordinated Action Against Domestic Abuse (Caada)) website:

<http://www.safelives.org.uk/practice-support/resources-marac-meetings>

CAADA is a national charity supporting a strong multi-agency response to domestic abuse.

If you suspect Domestic Abuse you can complete a DASH RIC (A Risk Identification Checklist) and a MARAC

referral. [Link to MARAC | Domestic and Sexual Violence and Abuse](#)

A Risk Identification checklist link is below:

<https://mk0devonnph9j1kyjbo.kinstacdn.com/wp-content/uploads/sites/69/2014/03/adva-caada-dash-ric-september-2010.pdf>

Devon's domestic abuse helpline

[0345 155 1074](tel:03451551074)

For North Devon Against Domestic Abuse NDADA

<https://www.ndada.co.uk/>

Rape crisis helpline

[0808 802 9999](tel:08088029999)

If there is an immediate risk of significant harm ring the Police on 999

The following telephone numbers may be useful for pupils:

Police Child Abuse Investigation Team: 0845 456 7000

Child line: 0800 1111

NSPCC: 0808 800 5000

Further information and guidance:

Keeping Children Safe in Education 2020 (KCSiE 2020) - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Devon Children and Family Partnership (DCFP) <https://www.dcfp.org.uk/>

Cornwall Social Care - <https://www.cornwall.gov.uk/health-and-social-care/childrens-services/>

Plymouth Safeguarding Children Partnership (PSCB) - <http://www.plymouthscb.co.uk/>

Torbay Safeguarding Children Partnership - <http://torbaysafeguarding.org.uk/>

Babcock LDP (Safeguarding information) - <https://www.babcockldp.co.uk/safeguarding-and-compliance/safeguarding>

Appendix 4: Dealing with Initial Allegation / Disclosure of Abuse

1 A member of staff suspecting or hearing an allegation of abuse:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- must not ask leading questions, that is, a question which suggests its own answer;
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken;
- must keep a sufficient written record of the conversation (if possible on the referral form in **Appendix 2** or CPOMS record). The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead or sent via CPOMS.
- Staff may share information directly with Children's Social Care or the Police if they are convinced that there is a risk of immediate serious harm and a direct report is the only way to ensure the pupil's safety and the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, the Head Teacher, TLP Safeguarding Lead, Deputy CEO and the CEO are not available.
- Preserving Evidence - All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.

2 Reporting

- 2.1 If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible. All suspicion or allegation of abuse must be reported to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead, or if the complaint involves the Designated Safeguarding Lead, to the Head Teacher.
- 2.2 All staff should be aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- 2.3 All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- 2.4 TLP Academies/Schools will work with social care, police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

3 Action by the Designated Safeguarding Lead

- 3.1 The action will take into account:

- The local inter-agency procedures of the Local Safeguarding Children Board relevant to the area where the Academy/School is based;
- The nature and seriousness of the suspicion or allegation. Where it is considered that the child has suffered or is at risk of significant harm and/or that a serious criminal offence has taken place will always be referred to children's social care or the police without further investigation within the Federation;
- Duties of confidentiality, so far as applicable;
- The wishes and feelings of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes;
- The wishes of the complainant's parents/carers provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose;
- The lawful rights and interests of the Tarka Learning Partnership community as a whole including its employees and its insurers;
- When deciding whether to make a referral, the Designated Safeguarding Lead should not make their own decision over what appears to be borderline cases. If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead may consult with Children's Social Care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay;
- If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to children's social care within 24 hours, using the agreed Multi-Agency Form. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact Children's Social Care again;
- The Academy will not do anything that may jeopardise a police investigation.

4 Referral guidelines

4.1 A referral to Children's Social Care or Police will not normally be made where:

- The child has not suffered, or is not considered to be at risk of, significant harm;
- A referral would be contrary to the wishes of a pupil complainant who is of sufficient maturity and understanding and properly informed, and contrary also to the wishes of the complainant's parents/carers; and
- The case is one that does not involve 'significant harm' and can be satisfactorily investigated and dealt with under the Academy's internal procedures, the parents/carers being kept fully informed, as appropriate.
- However, if during the course of the internal procedures, it appears that the situation is more serious, the Designated Safeguarding Lead will again consider whether a referral should be made in accordance with paragraph 5.1 above.

Appendix 5: Dealing with Allegations About Staff (text continued from above)

5 Allegations against staff

- 5.1 The Tarka Learning Partnership has a policy and procedure for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children and young people from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow Part 4 of *Keeping Children Safe in Education* and Local Council Safeguarding Board arrangements.
- 5.2 Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil. This guidance is contained in the staff handbook. Each Academy's policy on physical restraint is included in the physical contact guidance.
- 5.3 The procedure below is followed when staff or volunteers have (or are alleged to have):
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicated that he or she would pose a risk of harm if he or she works regularly or closely with children;
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children
- 5.4 Any allegations not meeting these criteria will be dealt with in accordance with the Devon Safeguarding Children Board's procedures. Advice from the LADO (Local Authority Designated Officer) will be sought in borderline cases.
- 5.5 The LADO will be informed immediately (and at the latest within 24 hours) and in any event within one working day of all allegations against staff and volunteers that come to the attention of the Academy and appear to meet these criteria. All such allegations must be dealt with as a priority so as to avoid any delay.
- 5.6 All staff, Governors and volunteers in the Academy (including those senior pupils in a position of responsibility) have a responsibility to familiarise themselves with this policy so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.
- 5.7 The Academy will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Parents and carers should be made aware of the reporting restrictions preventing publication of any material relating to allegations about staff. The Academy will liaise with the Local Authority Designated Officer (LADO), police and Children's Social Care as to managing confidentiality as appropriate.

6 Procedure for managing allegations against staff

- 6.1 Any allegation of abuse by a member of staff on a pupil must be reported to the Head Teacher. Should the initial allegation first be made to any other member of staff then that member of staff must either

request the person raising the allegation to report it to the Head Teacher or if that is not possible to take ownership of the allegation and pass the details to the Head Teacher immediately.

Should the allegation be made against the Head Teacher then this should be brought to the attention of the Tarka Learning Partnership CEO immediately.

- 6.2 Where an allegation or complaint is made against the Designated Safeguarding Lead or any other member of staff or a volunteer, the matter should be reported immediately to the Head Teacher.
- 6.3 The Head Teacher will discuss the matter with the LADO and, where necessary, obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded.

If the allegation is not patently false and there is a case to suspect that a child is suffering, or is likely to suffer, significant harm, the LADO will immediately refer the matter to the police, and ask for a strategy discussion to be convened as soon as possible to decide whether a police investigation is needed. The strategy discussion should include the LADO, the Head Teacher and the Director of Safeguarding and Inclusion for the Tarka Learning Partnership.

In cases where the police determines that the allegation does not meet the threshold of abuse they may decide that a strategy discussion is not necessary and that the matter can be dealt with by the school under the Trust's Disciplinary procedure.

If there is not cause to suspect that "significant harm" is an issue, but where a criminal offence may have been committed, the LADO should immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion will involve the Head Teacher and any other agencies involved with the child. The Head Teacher should consider involving the Trust's Director of Safeguarding and Inclusion.

6.4 Cases subject to school investigation

Where, following a strategy discussion, the initial consideration determines that the allegation does not involve a possible criminal offence it will be for the school to manage the next steps.

In such cases, if the nature of the allegation does not require formal disciplinary action, the Head Teacher should institute appropriate action within three working days and confirm in writing to the LADO that action has been taken.

If a disciplinary hearing is required and can be held without further investigation, the should take place within ten working days.

Where further investigation is required to inform consideration of disciplinary action, the Head Teacher, in consultation with the LADO, the Chief Executive Officer and the Tarka Learning Partnership HR Leader, will decide who will be appointed to investigate and the allegations to be investigated. In some settings and circumstances it may be appropriate for the disciplinary investigation to be conducted by an independent person. The investigating officer should aim to provide a report to the Head Teacher within ten working days. Prior to the submission of the report to the Head Teacher, the investigating officer should discuss the preliminary findings with the LADO to ensure all elements of safeguarding have been investigated, that children are kept safe and that the Trust can properly meet its statutory safeguarding responsibilities.

Upon receipt of the report on the disciplinary investigation, the Head Teacher should consult the LADO, the CEO and HR Leader and decide whether a disciplinary hearing is needed within two working days. If a hearing is required it should be held within ten working days.

In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, the Head Teacher should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.

The LADO should continue to liaise with the school to monitor progress of the case and provide advice/support when required/requested. This liaison may take place with the Director of Safeguarding and Inclusion and HR Leader for the Tarka Learning Partnership on behalf of the school/Trust.

6.5 Cases subject to police investigation

If a criminal investigation is required the police will aim to complete their enquiries as quickly as possible consistent with a fair and thorough investigation and will keep the progress of the case under review.

A target date should be set by the police at the outset for reviewing progress of the investigation and consulting the CPS about whether to proceed with the investigation, charge the individual with an offence, or close the case.

Wherever possible that review should take place no later than 4 weeks after the initial strategy discussion and, if the decision is to continue to investigate the allegation, dates for subsequent reviews should be set at that point.

If the police and/or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, the police should, wherever possible, aim to pass all information they have which may be relevant to the disciplinary case to the Head Teacher within 3 working days of the decision. In those circumstances the Head Teacher and the LADO should proceed as described in section 5 above.

If the staff member, worker, agency worker or volunteer is convicted of an offence, the police should inform the Head Teacher straight away so that appropriate action can be taken.

7.0 Suspension

The possible risk of harm to children posed by an accused person needs to be effectively assessed and managed in respect of the child(ren) involved in the allegations. In some cases that will require the Head Teacher to consider suspension pending resolution of the case.

Suspension will normally be considered only:

- a. this may facilitate a more objective investigation
- b. the allegation(s), if found, is sufficiently serious that it could constitute gross misconduct and therefore could lead to a dismissal
- c. the employee is the subject of investigation by the police and the alleged offence is considered relevant to the duties of the employee
- d. it could be prejudicial to the school's interests if the employee remains at work
- e. there may be a significantly detrimental impact on colleagues
- f. there is a need to prevent access to any records or systems
- g. there will be media interest / publicity that may negatively affect the school in some way

- h. where there is a reasonable belief that the employee's continued presence at work may put themselves or others at risk
- i. where relationships have broken down.

However, suspension should not be an automatic response to an allegation without careful thought and consideration of the circumstances of the case.

The Head Teacher should complete the Tarka Learning Partnership's Suspension Decision Checklist and Form and carefully consider whether the circumstances of the case warrant a person being suspended from contact with children at school until the allegation is resolved, and should seek advice from the LADO, CEO, the HR Leader and the Director of Inclusion and Safeguarding. The assessment should take into account the context of the allegation, background information in relation to the member of staff, and any outcome following the strategy discussion. It should also take into account whether a temporary transfer or period of paid leave is appropriate as an alternative to suspension. If suspended, the suspension should be reviewed regularly and a note of each review should be kept on file.

Whilst the decision to suspend rests with the Head Teacher, in cases where a strategy discussion or initial evaluation concludes that there should be enquiries by social care and/or an investigation by the Police, the LADO should canvass views from the police/social care about whether the accused member of staff should be suspended from contact with children to inform the consideration of suspension.

Where an individual is suspended, written confirmation should follow as soon as practicable. The individual should be informed at that point who their named contact is within the school or Tarka Learning Partnership and provided with their contact details.

In cases where it is decided upon conclusion of the case that a person who has been suspended can return to work, the Head Teacher should consider how best to facilitate the return. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The Head Teacher should also consider how the person's contact with the child or children who made the allegation can be best managed if they are still attending the school.

8.0 Agency Workers

Where allegations are made against an agency worker, the Head Teacher must inform the Tarka Learning Partnership's Director of Inclusion and Safeguarding, the HR Leader and the LADO. In addition, the agency must be informed of the allegation(s) which have been made.

The school will temporarily cease using the agency worker during an investigation.

The employing agency will work with the school and the LADO during an investigation to determine whether the allegations are substantiated or not. Depending on the outcome of the investigation, the agency will be responsible for taking the appropriate action including referral to the Disclosure and Barring Service and if necessary the Teaching Regulation Agency.

If, following an investigation, the allegation against an agency worker is unsubstantiated, the school may continue to use that agency worker if there remained a temporary staffing requirement.

9.0 Referral to the Disclosure and Barring Service/National College of Teaching and Leadership

If the allegation is substantiated and the individual is dismissed, or the school or Tarka Learning Partnership ceases to use the individual's services, or the individual resigns or ceases to provide his or her services, the school or Trust should consult the LADO as to whether a referral to the Disclosure and Barring Service (DBS) is required. If a referral is appropriate the report should be made within one month.

If the individual is a qualified teacher, a referral of the case should also be made to the Teaching Regulation Agency (TRA), via the National College of Teaching and Leadership, within one month.

10.0 Support for parties

10.1 Supporting the employee

The Tarka Learning Partnership has a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations and any subsequent disciplinary process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the LADO, social care services or the police. The individual should be advised to contact his/her trade union representative (if they are a member), or a colleague for support. They should also be encouraged to access the Occupational Health services provided by the Tarka Learning Partnership which may provide access to welfare counselling or medical advice. Alternatively, if there are concerns about the staff member's mental health, they should be encouraged to speak to their General Practitioner.

The Tarka Learning Partnership should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended from work to ensure that they are kept informed of both the progress of their case and current work related issues.

10.2 Supporting the parents/carers

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. The Head Teacher should consult with the LADO about how and by whom they should be informed. However where a strategy discussion is required, or the police or local authority children's social care services need to be involved, the Head Teacher should not do so until those agencies have been consulted and have agreed the information which can be disclosed to the parent/carers.

Parents/carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence. In deciding what information to disclose, careful consideration should be given to the provisions of the General Data Protection Regulations, the law of confidence and, where relevant the Human Rights Act 1998.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, local authority social care services, or the Police as appropriate, should consider what support the child or children involved may need.

10.3 Confidentiality

Every effort should be made to maintain confidentiality and guard against unwanted publicity while and investigation is being considered/undertaken.

All proceedings will remain confidential to the parties concerned. The details of proceedings of any investigatory interviews/and or hearings and appeals will not be reported other than to those who have a role in the proceedings.

Any enquiries from the press should be directed to the Head Teacher and to the Tarka Learning Partnership's CEO.

11.0 Resignations and Settlement agreements

The fact that an individual tenders their resignation, or ceases to provide services, or volunteer, must not prevent an allegation being followed up in accordance with these procedures. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to co-operate with the process.

Wherever possible the individual should be given a full opportunity to answer the allegation and make representations about it, but the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available should continue, even if that cannot be done or the individual does not co-operates. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

Settlement agreements by which an individual agrees to resign from his/her employment in order to avoid disciplinary action, **must not be used in these cases**. In addition, there should not be any agreement by the Trust or school as to the content of a future reference. In any event, such an agreement will not prevent a thorough Police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the DBS and NCTL where circumstances require that.

For avoidance of doubt and to provide safeguards, no settlement agreement can be entered into without the express authorisation of the Tarka Learning Partnership's Chief Executive Officer. In a case where a settlement agreement is approved, the Trust must comply with ESFA policy which may include disclosure information which would otherwise be considered confidential.

12.0 Record keeping

It is important that a clear and comprehensive record of any allegation is made even if police/disciplinary action is not take or proven. This should include details of the allegation, how the allegation was followed up and resolved and a note of any action taken, including any sanctions imposed.

These notes must be kept on the individual's confidential personnel file.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the individual leaves the Trust's employment. It is also important that accurate and detailed information is held in the event that the DBS makes requests for further information. A comprehensive record of all allegations will provide clarification in cases where a future DBS disclosure reveals information from the police about an allegation which did not result in a criminal conviction. The

record should be retained until normal retirement age or for ten years if that is a longer period of time.

A record should also be placed on the child's file.

13.0 Action in respect of unfounded allegations

If an allegation is determined to be unfounded, the LADO should refer the matter to children's social care to consider whether the child concerned is in need of protective services, or has been abused by another individual.

In the case of a pupil deliberately inventing or making a malicious allegation, the Head Teacher should consider taking action in accordance with the School's Behaviour Management Policy.

If it is clear to the Head Teacher and the LADO that the allegation is demonstrably false or unfounded, the member of staff should be informed verbally and in writing of the allegation, that it is without foundation and that no further action will be taken. Where appropriate, and if requested, support should be offered, which could include Occupational Health and counselling services. If an allegation made by a member of staff is proved to be false and/or malicious, an investigation should take place in accordance with the Tarka Learning Partnership's Disciplinary Policy and Procedure. The police may also consider taking action against the individual making the allegation.

14 Allegations against pupils

14.1 A pupil against whom an allegation of abuse has been made may be suspended from the Academy during the investigation and the Academy's policy on behaviour, discipline and sanctions will apply.

14.2 The Academy will take advice from Children's Social Care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

14.3 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the Academy will ensure that, subject to the advice of children's social care, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

14.4 In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.

15 Missing child procedures

15.1 All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Please see the Academy's separate Missing Pupil Policy for further details.

16 Bullying incidents

16.1 A bullying incident will be treated as a Child Protection concern where there is reasonable

cause to suspect that a child is suffering, or is likely to suffer, significant harm.

- 16.2 There may be occasions when a pupil's behaviour warrants a response under Child Protection Procedures rather than the Academy's disciplinary procedures. The Academy will take advice from children's social care as to the appropriate action to take. Parents will usually be informed as soon as possible, unless it is not in the best interests of the child to do so.

17 Secure Academy Premises

- 17.1 The Tarka Learning Partnership will take all practicable steps to ensure that Academy premises are as secure as circumstances permit. Local Academy procedures cover emergency events including lock down procedures.
- 17.2 Visitors will be required to show picture identification and evidence of DBS clearance, where appropriate. Visitors unable to provide evidence of DBS clearance and/or picture identification will be accompanied by a member of staff at all times while on the Academy site.
- 17.3 In EYFS settings, under no circumstances are images, videos or audio recordings to be made without the prior consent of the Designated Safeguarding Lead or Head Teacher. Where such recordings are to be taken, written permission must be obtained from parents/carers, who have the right to refuse. This consent may be obtained generally via a single permission form. Personal mobiles may not be used when children are present, but may be used in designated areas during break times; under no circumstances are images, videos or audio recordings to be made on personal mobiles.

18 Suspected harm from outside the TLP

- 18.1 A member of staff who suspects that a pupil is suffering harm from outside the Tarka Learning Partnership should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to the Designated Safeguarding Lead.

19 Informing parents

- 19.1 Parents will normally be kept informed of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Head Teacher, the LADO, children's social care and/or the police before discussing details with parents.

20 Monitoring

- 20.1 Any Child Protection incidents at the Academy will be followed by a review of the safeguarding procedures within the Academy and a prompt report to the Academy's Council. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the Academy's procedures.
- 20.2 The Designated Safeguarding Lead will monitor the operation of this policy, its procedures and implementation and ensure they are updated and reviewed regularly, working with the Governors as necessary. The Academy Councils will also make an annual report to The Tarka Learning Partnership Trust Board.

20.3 The Tarka Learning Partnership Trust Board will undertake an annual review of this policy and its procedures including good cooperation with local agencies and the efficiency with which their duties under it have been discharged.

20.4 The Tarka Learning Partnership Trust Board will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

Appendix 6: Preventing Radicalisation and Violent Extremism Policy

1. Background

- 1.1 Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies (such as school and academies) to have “due regard to the need to prevent people from being drawn into terrorism”.
- 1.2 The *Prevent Strategy*, published by the Government in 2011, has three specific strategic objectives:
 - To respond to the ideological challenge of terrorism and the threat we face from those who promote it;
 - To prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
 - To work with sectors and institutions where there are risks of radicalisation that we need to address.
- 1.3 There is an increasing recognition that there is a need to safeguard children and young people and their families from violent extremism. We are aware of local situations where extremist groups have attempted to radicalise vulnerable young people in our community, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to radicalisation.

2. Definitions

- 2.1 **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- 2.2 **Extremism** is defined in the *Prevent Strategy* as: “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”. The *Prevent Strategy* was explicitly changed in 2011 to deal with **all forms of terrorism and also with non-violent extremism**, which can ‘create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit.’

3. A Risk- Based Approach

- 3.1 The national guidance requires academies to take a ‘risk based approach’ to the *Prevent Strategy*, in order to gain an awareness and understanding of the risk of radicalisation in the local area as well as in their institution, and to understand that no setting is risk-free.
- 3.2 Academies are required to focus on the risks of violent extremism, which represent the greatest threat at national level, while recognising that other forms of violence and extremism can, and do, manifest themselves. The revised Ofsted guidance (Sept 2014) states:

‘Inspectors should take into account whether learners are suitably protected from the risks associated with radicalisation and extremism’ and most importantly, that ‘learners feel safe’.
- 3.3 An annual risk assessment will be carried out by the Designated Safeguarding Lead of each Academy in the format required by their Local Authority and Local Safeguarding Children Board.

4. The Principles

- 4.1 Preventing violent extremism will be seen as part of the safeguarding duties of all Academies in the Federation, and this Policy will be monitored as part of the Federation's overall Safeguarding Policy.
- 4.2 In general, Academies have a statutory responsibility to:
- At all times, and by all means, seek to create a safe environment for the entire Academy community;
 - Report any concerns about extremism relating to any pupil, family, staff member, Councillor or others associated with the Academy;
 - Work with external agencies, in particular, the Counter Terrorism Unit, the local Prevent Team and Hate Crime Team, the local Children's Safeguarding Board and the Local Authority Designated Officer, whilst always placing the welfare of the individual at the centre of any action taken.
- 4.3 The School /Academies Prevent Officer Georgie Gratton will act as the lead for the Prevent agenda
- 4.4 The Prevent Officer will ensure that:
- Staff are aware they have a duty to report any concerns relating to extremism and are trained to be able to identify children who may be vulnerable to radicalisation, and to know what to do when they are identified;
 - Staff recognise that pupils who are already vulnerable are the most likely to be targeted for radicalisation, and that they have pastoral support systems in place to meet their individual needs;
 - Staff work to build pupils' resilience to radicalisation by promoting fundamental 'British values' and enabling them to challenge extremist views;
 - Monitoring the effect in practice of the school's Religious Studies curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
 - The Academy builds into the curriculum a range of activities that promote equality and community cohesion, celebrate diversity and are designed to encourage good relations between pupils from different backgrounds;
 - Safe spaces are created in the curriculum for pupils to discuss controversial issues in an age appropriate way, so that children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments;
 - Work is undertaken with staff and pupils to ensure that they have an appropriate understanding of E-safety and how to keep themselves safe on-line;
 - There is no promotion of any organisations linked to violent extremism, and that filters are in place to prevent pupils from accessing their resources on-line;
 - Processes are in place to ensure that no external speakers or visitors to the Academy promote any views that are contrary to their Equality policies or that encourage radicalisation or violent extremism.

In relation to pupils identified as at risk of radicalisation, the Designated Safeguarding Lead will:

- Act as the first point of contact within the Academy for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collate relevant information in relation to referrals of vulnerable pupils into the

- Channel* process; attending Channel* meetings as necessary and carrying out any actions as agreed;
- Report progress on actions to the Channel* Co-ordinator; and sharing any relevant additional information in a timely manner

**Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity.*

- 4.5 Preventing violent extremism work will not be directed at any specific ideology, religion, religious group or religious faith, or at the proponents of any other sets of beliefs. Its Head Teacher aim is to ensure that Academies are able to monitor, manage and deal effectively with the threat posed by any individual or group of individuals engaging in violent extremism in the name of ideology or belief.
- 4.6 Academies will make clear that there is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals who hold radical views do not become involved in extremist activity.
- 4.7 Academies can play a significant role in preventing radicalisation by fostering shared values and promoting community cohesion, which in turn, can prevent pupils from in getting involved in violent extremism.
- 4.8 The Tarka Learning Partnership values freedom of speech as a fundamental right in our society, however, recognises that free speech must be subject to the laws on equality and human rights, and to the policies of the Federation.
- 4.9 Academies also have Equality Act duties which they will actively implement and report on. These are to:
- Eliminate discrimination, harassment and victimisation;
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
 - Foster good relations across all protected characteristics.
- 4.10 The Tarka Learning Partnership recognises that effective engagement with parents/carers/families and the local community (including faith communities and supplementary schools) is also important, as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.
- 4.11 All Academies will review their existing policies to ensure they address Prevent issues (e.g. Health and Safety, E-Safety, Premises, Bullying and Harassment).

5 Indicators of vulnerability

- 5.1 Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists target vulnerable individuals to drive a wedge between them and their families and communities. It is vital that Academy staff are able to recognise and support those who may be vulnerable.
- 5.2 Indicators may include:
- Identity Crisis: the pupil is distanced from their cultural / religious heritage and

- experiences discomfort about their place in society;
- Personal Crisis: the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances: migration; local community tensions; and events affecting the student/ pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

5.1 More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and /or personal crisis.

6 Values and Behaviours

6.1 In 2014, guidance was produced for maintained schools about incorporating 'British values' as part of their duty to promote SMSC (spiritual, moral, social and cultural curriculum) under Section 78 of the 2002 Education Act. These are defined as '**the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**' The guidance advises that attempts to promote systems that undermine fundamental 'British values' would be completely at odds with the duty to provide SMSC.

6.2 Promoting these values can be done through the taught curriculum, through collective worship, the Academy ethos and through positive role modelling.

6.3 Through their provision of SMSC, academies are expected to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect civil and criminal law;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public

- institutions and services in England;
- promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

6.4 Academies will be expected to map *British Values* annually against the whole curriculum and to agree in which areas learning on these issues can be strengthened. (See **Appendix 6.**)

7 Teaching and Learning

7.1 Personal, Social and Health Education (PSHE) can also be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. Pupils can be supported to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Academies can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

7.2 Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It can equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld.

7.3 Academies will keep the curriculum under constant review to ensure that it promotes knowledge, skills and understanding to build the resilience of students, and undermines extremist ideologies and supports the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion in the curriculum;
- Promoting wider skills development such as social and emotional aspects of learning;
- Adapting the curriculum to recognise local needs and issues, challenge extremist narratives and promote universal rights;
- Using teaching and learning strategies which explore controversial issues in a way which promotes critical analysis (where age appropriate);
- Using external programmes or groups to support learning while ensuring that the input supports school goals and values;
- Encouraging active citizenship and pupil voice.

8 Pupil Support

8.1 To ensure that pupils are protected, it is important to have in place good pastoral and support systems that support the most vulnerable. This should include:

- Maintaining strong and effective pastoral support services with staff who have thorough understanding of the Prevent agenda;
- Listening to what is happening in the Academy and the community and actively engaging in the local Prevent strategy working groups;
- Implementing anti-bullying strategies and challenging discriminatory behaviour;

- Helping pupils, parent/carers and staff know how to access support in Academy and or through community partners;
- Maintaining good communication links with parent and carers, and discussing any concerns with them;
- Supporting 'at risk' pupils through safeguarding and crime prevention processes;
- Focussing on narrowing the attainment gap for all students;
- Working with local faith and other equality communities and bring them into the Academy as role models.

9 Partnership

- 9.1 As required by the Guidance, Academies will work in partnership with local agencies working on this area, and will maintain robust external links with Local Authority Prevent Team, Channel, Prevent Community Police Team and Prevent Schools' Co-ordinators;
- 9.2 Where appropriate, Academies will take part in local strategic planning on the Prevent agenda;
- 9.3 Academies will develop any plans for implementing the duty in partnership with pupils and through the existing pupil voice processes.

10 Staff training

- 10.1 Where applicable, the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead (and other staff or Governors for whom it is identified as appropriate) will complete WRAP (Workshops Raising Awareness of Prevent) training and other specific training on Prevent. This will include an understanding of when to make referrals to the Channel programme and where to get additional advice and support.
- 10.2 Training on preventing violent extremism will be part of the induction and training of all staff, and Designated Safeguarding Leads will ensure that staff have the training that they need to implement the duty, are aware of the requirement to report any issues through the safeguarding procedures, and are able to identify behaviours of concern in pupils. Training will also address how Academy leaders and teachers can exemplify 'British Values' in their management, teaching and through general behaviours.
- 10.3 *'Keeping Children Safe in Education' (latest issue)* will be issued to all staff and identifies expected 'behaviours' to keep students safe.
- 10.4 Further training will be provided on an on-going basis to enable teachers and others to deliver the curriculum in a way that uses opportunities in learning to educate and challenge extremist ideas. This includes ensuring staff find opportunities to encourage students to respect other people and to promote good relations with particular regard to the protected characteristics set out in the Equality Act 2010.

11 Meeting religious and cultural needs

- 11.1 Academies will consult with their pupils, staff and parents/carers about their requirements in relation to their faith or religious practice.
- 11.2 Academies will try to meet any identified needs, where practicable, for example, providing dedicated multi-faith prayer space or meeting particular dietary needs.

12 Security of Premises

- 12.1 Academies will review their site security measures and their procedures for dealing with visitors and with external speakers to ensure that no-one is able to enter the site and influence the pupils and encourage them in to radicalisation.
- 12.2 All Academies will have in place procedures for dealing with a major incident of terrorism or violent extremism e.g. lock down, and will carry out regular practices.

13 IT Policies

- 13.1 Academies will regularly review their policies relating to the use of IT to ensure that they are up to date in terms of the threats that new social media etc. present, and contain specific reference to the Prevent Duty. They will specifically look at the use of filtering as a means of restricting access to harmful content. If appropriate, they will develop clear policies for students and staff using IT equipment to research terrorism and counter terrorism in the course of their learning. Guidance can be found in the academies e-safety policy
- 13.2 E-safety will also be included in the curriculum for all pupils, whatever their age, and issues of radicalisation will be discussed as appropriate.

Appendix 7: Referral Process to Multi Agency Safeguarding Hub (MASH)

Initial non-emergency child safeguarding concerns should be dealt with through the Designated Safeguarding leader or Deputy in the school. The DSL or Deputy will consider through the Threshold tool whether or not to contact MASH – Multi Agency Safeguarding Hub

When to contact The MASH

If you are worried about a child or young person in Devon and want to speak to someone, or if you are a child or young person worried about your own safety please contact the MASH on 0345 155 1071 or email mashsecure@devon.gov.uk and give as much information as you can.

If you are a professional, you should make a MASH contact (previously a MASH enquiry). Please see the [guidance on making a MASH contact](#).

Confidentiality is very important and each agency ensures that the information shared is relevant and proportionate, it is always important that the consent of the parent is given to any enquiry to enable information sharing within the MASH, an exception to this would be should seeking that consent place a child or others at increased risk. Read more in the [MASH privacy notice](#).

Making a MASH contact (for professionals)

A MASH contact (previously known as a MASH enquiry) is the name given to professionals contacting MASH about safeguarding concerns that they have for a child, where they think that they may require Children's Social Care involvement.

Before submitting a MASH contact

You should first consider if the needs of the child or young person could be met by your own agency or other professionals working with the family. You may want to contact your early help locality officer for support and guidance around Devon's early help offer.

Ensure that any early help plan in place has been given sufficient time and support to enable the family to make any changes required.

You should discuss your concerns, in full, with all parents/carers and then seek their consent for a MASH contact.

You should not seek consent if you believe that to do so would increase the risk of harm to the child.

You should discuss your concerns and seek advice from your line manager and/or the safeguarding lead within your agency.

Consider requesting a consultation with a MASH social worker to enable you to talk through concerns and consider if a MASH contact is appropriate.

MASH contacts only need to be completed where the situation presents as an acute or chronic risk to the child (significant risk of harm). If in doubt, or this is an urgent child protection enquiry, please [ring the MASH consultation line](#).

Things to consider

- What are the risks and impacts on the child(ren)?

- What action have you taken to address the risk? Have you considered if any of the voluntary or community resources can help to reduce the risk?
- Outline resilience and protective factors.
- What changes would you need to see in the family to be assured that the risk of harm has reduced?
- Views of the child
- Views of the parent
- Did you have anything else you wanted to share?

For help assessing the safeguarding risk to children, read and download our [threshold tool](#).

Appendix 8: If You have Concerns About a Child...

For display in staffing areas

If you have concerns about a child...

<p>If a child is at immediate risk call the POLICE</p>	<p>POLICE 999</p>
<p>To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call MASH</p>	<p>MASH on 0345 155 1071 If you are calling out of office hours (Monday-Thursday 9-5, Friday 9-4) please contact our Emergency Duty Team, 0345 6000 388 only if the matter is urgent and involves the safety of a child</p>
<p>To make a NON-URGENT referral, contact MASH using the online form (must have parental/carer consent).</p>	<p>MASH Online form Website: https://www.dcfp.org.uk/training-and-resources/multi-agency-safeguarding-hub-in-devon/ Form: https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ET4oNZID7c1EjPBuwxZCHOWBCil7P_zflfBNgeIlg6mtXp_Q?rttime=4_V1twQS2Eg</p>
<p>To raise concerns and ask for advice about radicalisation (also contact MASH).</p>	<p>PREVENT DUTY If you see it, suspect it – report it by phoning the confidential Anti-Terrorist Hotline on 0800 789 321 or email prevent@devonandcornwall.pnn.police.uk.</p>
<p>For advice and guidance about whether to make a referral.</p>	<p>Contact your Early Help Locality Officer Anne Garside Tel: 07583 053 957 Sam King Tel 07817124965 Email: earlyhelpnorthsecure-mailbox@devon.gov.uk</p>

If you have concerns about a professional working with a child...

<p>To raise concerns and ask for guidance in relation to the conduct of someone who works with children</p>	<p>If you need to contact Devon’s LADO, please consider all the guidance for organisations first. If you believe the concern meets the remit of the LADO service, please complete the notification form or telephone 01392 384964 or email childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk for a notification form.</p>
---	--

Appendix 9: Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm.

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 Mechanism¹² 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.

Serious Violence

All staff should be aware of the indicators, which may signal that children are at risk from, or are involved in serious crime.

The indicators can include:

- Child withdrawn from family;
- Sudden loss of interest in school or change in behaviour. Decline in attendance or academic achievement (although it should be noted that some gang members will maintain a good attendance record to avoid coming to notice);
- Being emotionally 'switched off', but also containing frustration / rage;
- Starting to use new or unknown slang words;
- Holding unexplained money or possessions;
- Staying out unusually late without reason, or breaking parental rules consistently;
- Sudden change in appearance - dressing in a particular style or 'uniform' similar to that of other young people they hang around with, including a particular colour;
- Dropping out of positive activities;
- New nickname;

- Unexplained physical injuries, and/or refusal to seek / receive medical treatment for injuries;
- Graffiti style 'tags' on possessions, school books, walls;
- Constantly talking about another young person who seems to have a lot of influence over them;
- Breaking off with old friends and hanging around with one group of people;
- Associating with known or suspected gang members, closeness to siblings or adults in the family who are gang members;
- Starting to adopt certain codes of group behaviour e.g. ways of talking and hand signs;
- Going missing;
- Being found by Police in towns or cities many miles from their home;
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past;
- Being scared when entering certain areas; and
- Concerned by the presence of unknown youths in their neighbourhoods.

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

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 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 2003¹⁹ as described below:

- **Rape:**
A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:**
A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:**
A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- **What is Consent?**

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

- **Sexual Harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools 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. 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).

Upskirting

Typically involves taking a picture under someone's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence.

Breast Ironing

<https://www.safeguardingschools.co.uk/breast-ironing/>

What is Breast Ironing?

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

Why does Breast Ironing Happen?

The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

Breast Ironing is Physical Abuse

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

Breast Ironing in the UK

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as a 1,000 girls at risk. Keeping Children Safe in Education (2016) mentions breast ironing on page 54, as part of the section on so-called 'Honour Violence'. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible. Schools need to know the risk level within their communities and tackle the risk as appropriate.

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 (CSE)

Staff need to be particularly aware of the risk of Child Sexual Exploitation (CSE). CSE 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. Sexual exploitation can take many forms, ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child sexual exploitation:

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

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

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;

- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

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 DSL (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 that requires a different approach (see below).

Female Genital Mutilation (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:

<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. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's DSL (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:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Preventing Radicalisation (See Appendix 6)

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

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

The Prevent duty should be seen as part of schools' 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 are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

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

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school 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 leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel (See Appendix 11)

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: <https://www.gov.uk/government/publications/channel-guidance>

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. 18 "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. <https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

The school's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school 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.

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 can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance; (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf) and Multi-agency guidelines (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf) with pages 35-36 of which focus on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

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:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

Locally further advice can be obtained from Devon's Domestic and Sexual Violence and Abuse support <https://www.devon.gov.uk/dsva/>

Devon's domestic abuse helpline
[0345 155 1074](tel:03451551074)

Rape crisis helpline
[0808 802 9999](tel:08088029999)

Online Safety

The breadth of issues classified within online safety is considerable and can be linked to issues such as child sexual exploitation and radicalisation. Issues can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying. (KCSIE 2018)

The school will ensure it is proactive in addressing online safety through:

- **Education** of pupils through the curriculum;
- **Keeping parents up to date** on how to support keeping their children safe online;
- **Reviewing online safety practices** as part of a whole school approach to online safety;

- **Filtering and monitoring** to protect users but not leading to unreasonable restrictions;
- **Staff training** which is integrated, aligned and considered as part of the overarching safeguarding approach;
- **Information sharing** to enable the school community to be kept up to date.

Hate Crime

Staff need to demonstrate a knowledge and understanding of Hate crimes which are any crimes that are targeted at a person because of hostility or prejudice towards that person's:

- Disability
- Race or ethnicity
- Religion or belief
- Sexual orientation
- Transgender identity

This can be committed against a person or property. The victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of a hate crime.

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

Child Trafficking and Modern Slavery

What is modern slavery?

Modern slavery is when someone has gained control over, or ownership of, another person and is using this power to exploit them. It involved the recruitment, movement, harbouring or receiving of men, women or children using force, coercion, abuse of vulnerability, deception or other means in order to exploit them.

Someone is a victim of modern slavery if they have experienced any of the following:

- are forced to work because of physical or verbal threats
- are owned or controlled by an 'employer', usually through mental, emotional, sexual or physical abuse, or the threat of such abuse
- are dehumanised, treated as a commodity, or bought and sold as 'property'
- being held captive, have restrictions placed on their freedom or being moved against their will

What is child trafficking?

Child trafficking is when children are recruited and moved to be exploited, forced to work or sold. Children are trafficked for all sorts of reasons, including child sexual exploitation, forced labour, criminal activity (such as pick pocketing or transporting drugs), benefit fraud, forced marriage or domestic servitude (such as cleaning, cooking and childcare).

Boys and girls of all ages can be victims of trafficking. Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Trafficked children experience multiple forms of abuse. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

How does child trafficking and modern slavery happen?

Children are tricked, forced or persuaded to leave their homes. Traffickers often use grooming techniques to gain the trust of a child, family or community.

Traffickers may promise children an education or persuade parents their child can have a better future in another place.

Sometimes families will be asked for payment towards the 'service' a trafficker is providing – for example sorting out the child's documentation prior to travel or organising transportation.

Traffickers make a profit from the money a child earns through exploitation, forced labour or crime.

Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

What are the signs that a child has been trafficked?

Identifying a child who has been trafficked is difficult as they are intentionally hidden and isolated from the services and communities who can identify and protect them.

Signs that a child has been trafficked may not be obvious, but could include:

- rarely leaving the house
- having no time to play

- living apart from family or having limited social contact with friends, family and the community
- appearing unfamiliar with a neighbourhood
- being seen in inappropriate places (for example factories or brothels)
- being unsure of where they live
- having their movements controlled or being unable to travel on their own
- living somewhere inappropriate, like a work address or dirty, cramped, unhygienic or overcrowded accommodation, including caravans, sheds, tents or outbuildings
- lacking personal items
- consistently wearing the same clothes
- often being moved by others between specific locations (for example to and from work) – this may happen at unusual times such as very early in the day or at night
- being unable or reluctant to give details such as where they live
- fearful or withdrawn behaviour, or efforts made to disguise this
- being involved in gang activity
- being involved in the consumption, sale or trafficking of drugs
- having their communication controlled by another – may act as though instructed by, or dependent upon, someone else
- tattoos or other marks indicating ownership
- physical or psychological abuse, ill health, exhaustion or injury – may look unkempt and malnourished
- reluctance to seek help, avoidance of strangers, being fearful or hostile towards authorities
- providing a prepared story if questioned or struggling to recall experiences
- inconsistent accounts of their experiences

This is not an exhaustive list. The warning signs presented by children and young people who are being exploited will present differently for each individual.

Children may find it hard to understand that what's happening is abuse – especially if they have been groomed. A victim of grooming may believe they are in a relationship with their abuser and be unaware that they are being exploited.

They also may not understand that child trafficking is abuse and that they have done nothing wrong. They might think they played a part in their abuse or that they're guilty of breaking the law if they have been forced in to criminal activity.

Who is involved in child trafficking?

Child trafficking requires a network of people who recruit, transport and exploit children and young people. Each group or individual has a different role or task. Some people in the chain might not be directly involved in trafficking a child but play a part in other ways such as falsifying documents, bribery, owning or renting premises or money laundering.

Traffickers may be individuals or small groups who recruit a small number of children – often from areas they know and live in. Medium- sized groups who recruit, move and exploit, often on a small scale, or large criminal networks that operate internationally, can deal with high-level corruption, money laundering and large numbers of victims.

Signs an adult is involved in child trafficking include travelling with different children who they are not related to or responsible for, insisting on remaining with and speaking for the child, living with unrelated or newly arrived children, abandoning a child or claiming not to know a child they were previously with and making or acting as a guarantor for multiple visa applications for different children.

Devon and Torbay Anti-Slavery Partnership

The Devon and Torbay Anti-Slavery Partnership is a multi-agency partnership which provides a strategic direction and response to all threats, risks and harm identified in relation to modern slavery and human trafficking. Their work includes awareness-raising and providing training as well as the facilitation of the sharing of information and intelligence between organisations to enable a joined-up approach to disrupting offenders and supporting victims.

How to report child trafficking and modern slavery

If you suspect a child or adult is a victim of modern slavery, **call the police on 999 if it's an emergency or 101 if it's not urgent.**

Sexting

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>

Sexting is when you send a sexual message, photo or video to someone else. It could be a picture of you, but sometimes people send pictures and videos of other people. Messages could be to a friend, boyfriend, girlfriend or someone online.

Sexting includes:

- being partly or completely naked, or in your underwear
- posing in a sexual position
- sending 'nudes' or 'dick pics'
- talking about sexual things you're doing or want to do
- doing sexual things on a live stream

Violence Against Women and Girls (VAWG)

The Violence Against Women and Girls (VAWG) agenda at both local and national levels acknowledges the gendered nature of domestic and sexual violence in that the majority of victims are female. However, it cannot be over-emphasised that the local and national strategies recognise that there are female and male victims and perpetrators, and that strategies encompass work with women, men, girls and boys. VAWG includes the following types of violence and abuse:

- [Domestic Violence and Abuse](#)
- [Female Genital Mutilation](#)
- [Forced Marriage](#)
- [Honour Based Violence](#)
- [Sexual Violence](#)

Private Fostering

In January 2014, Ofsted published a report called 'Private fostering: better information, better understanding'. From a safeguarding perspective, the report's findings gave much cause for concern. Many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention of local authorities, even though there it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005' and came into force following the death of Victoria Climbié in 2000. Victoria was

privately fostered by her great aunt.

Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children's Services department.

What is private fostering?

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Why are children in private foster care?

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

The Ofsted report into Private Fostering also refers to these reasons:

- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

The Duty to refer to the Local Authority

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence. Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. (see 'Replacement Children Act 1989 Guidance on Private Fostering 2005 paragraph 2.6)

Note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear who has parental responsibility.

Are children in private foster care defined as 'Local After Children'?

No. The term 'Looked After Children' means children who are looked after by the local authority.

Privately fostered children are outside the care of the local authority.

Schools should not therefore code children in private foster care as 'LAC'.

How do local authorities monitor the welfare of children in private fostering?

The local authority must visit each privately fostered child at least every six weeks in the first year of

the arrangement; and at least every twelve weeks in the second and subsequent year. In some areas schools are visited as part of this process to discuss the child with teachers. The private foster carer has a duty to inform the local authority of any substantive changes to the arrangement or within the household.

Should schools be told about a private fostering arrangement?

There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a duty on schools to inform children's services where they become aware of such an arrangement.

Further Information

Private fostering: better information, better understanding (Ofsted)

Child Abuse Linked to Faith or Belief

Faith and belief-based child abuse, including practices around 'spirit possession' and 'witchcraft', is a hidden crime, which makes it difficult to quantify in terms of magnitude. However, from our own experience and in consultation with communities, we know this kind of abuse is under-reported.

Forms of abuse

Abuse can be separated into five different areas;

- abuse as a result of a child being accused of being a 'witch'
- abuse as a result of a child being accused of being possessed by 'evil spirits'
- ritualistic abuse which is prolonged sexual, physical and psychological abuse
- satanic abuse which is carried out in the name of 'satan' and may have links to cults
- any other harmful practice linked to a belief or faith

The forms of abuse that follow fall into the four main categories below.

Physical abuse

This can involve ritualistic beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes.

Emotional abuse

Emotional abuse can occur in the form of isolation. A child may not be allowed near or to share a room with family members, and threatened with abandonment. The child may also be persuaded that they are possessed.

Neglect

In situations of neglect, the child's family and community may have failed to ensure appropriate medical care, supervision, education, good hygiene, nourishment, clothing or warmth.

Sexual abuse

Children who have been singled out in this way can be particularly vulnerable to sexual abusers within the family, community or faith organisation. These people exploit the belief as a form of control or

threat.

Where does it happen?

Child abuse linked to faith or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide across various religions including Christians, Muslims and Hindus.

The number of known cases suggests that only a small minority of people who believe in witchcraft or spirit possession go on to abuse children.

Abuse may happen anywhere, but it most commonly occurs within the child's home.

Common factors and causes

A range of factors can contribute to the abuse of a child for reasons of faith or belief. Some of the most common ones are below.

Belief in evil spirits

Belief in evil spirits that can 'possess' children is often accompanied by a belief that a possessed child can 'infect' others with the condition. This could be through contact with shared food, or simply being in the presence of the child.

Scapegoating

A child could be singled out as the cause of misfortune within the home, such as financial difficulties, divorce, infidelity, illness or death.

Bad behaviour

Sometimes bad or abnormal behaviour is attributed to spiritual forces. Examples include a child being disobedient, rebellious, overly independent, wetting the bed, having nightmares or falling ill.

Physical differences

A child could be singled out for having a physical difference or disability. Documented cases included children with learning disabilities, mental health issues, epilepsy, autism, stammers and deafness.

Gifts and uncommon characteristics

If a child has a particular skill or talent, this can sometimes be rationalised as the result of possession or witchcraft. This can also be the case if the child is from a multiple or difficult pregnancy.

Complex family structure

Research suggests that a child living with extended family, non-biological parents, or foster parents is more at risk. In these situations, they are more likely to have been subject to trafficking and made to work in servitude.

Project Violet and how to report belief or faith-based abuse

There are a numbers of laws in the UK that allow the prosecution of those responsible for abuse linked to faith or belief. One of the biggest challenges is raising awareness and encouraging victims and witnesses to come forward.

Project Violet is our response to these challenges. Working with professionals, communities and faith leaders we're developing prevention strategies and initiatives that can help educate and raise awareness of faith and belief-based abuse.

The Police and MASH are available to provide advice, support and guidance for referrals and investigations.

If you suspect child abuse then refer to MASH and/or the Police

Gang Violence and Membership

<https://safeguardinghub.co.uk/gangs-a-safeguarding-response>

What should I do I suspect gang involvement?

A child can fall very quickly into gang involvement and the response should be both rapid and dynamic. Agencies should share a collective responsibility to deal with gang culture, violence and criminality, whilst ensuring that the primary consideration will always be the protection and safety of children. Professionals will struggle to deal with gang related issues in isolation and there should be a multi-agency response to the recruitment and exploitation of a young person by a gang. Emphasis should be on prevention, creating positive changes and diversions in a young person's life. Professionals should be wary of viewing young gang members as having made a 'lifestyle choice'. Many children do not make informed choices when opting to join a gang, with the majority being coerced, threatened or manipulated. It is important that professionals understand the complexity of the 'push – pull' factors affecting the young person and how they have or will potentially exploited. Professionals should also be mindful that whilst a young gang member may be the perpetrator of gang violence and criminality, they may also be a victim of gang violence and exploitation.

Fabricated or Induced Illness

What is fabricated or induced illness?

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerated or deliberately causes symptoms of illness in the child. In fabricated or induced illness, the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms.

Why does fabricated or induced illness occur?

The carer may benefit from the attention in some way. There may be somatoform disorders in the carer, where they have multiple, ongoing medically unexplained symptoms. Personality disorders can have an impact, and, the opportunity for financial gain. Often, many of these issues occur together. Fabricated or induced illness is often unreported, undetected, and is emotionally harmful. It is very complex issue. Usually involving the child's mother, most cases are children under five at the start. It is, however, very rare. In one two-year study, they found just 89 cases.

Fabricated or induced illness is really an interaction between three key variables: the child's health, the

parent's view, and the medical view. Fabricated or induced illness covers a wide range of behaviours in carers, from anxiety to deliberately causing symptoms. Some psychiatric illnesses and conditions may also affect the carer's perception.

Indicators of fabricated or induced illness

Some of the indicators of fabricated or induced illness, include:

- the medical history doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around, and
- they can be seen repeatedly by different professionals looking for different things.

In all cases, the child's normal life is restricted. Cases of fabricated or induced illness are very complex. Where fabricated and induced illness is suspected, referrals should be made without alerting the child's carer.

Appendix 10: Brooks' Sexual Behaviours Traffic Light Tool

Brook's nationally recognised Sexual Behaviours Traffic Light Tool training provides a highly visible, multi-agency response that helps professionals to identify, understand and respond appropriately to sexual behaviours in young people.

The tool and accompanying training provide professionals within and across organisations with a framework for identifying whether behaviour is part of healthy development or if it is a cause for concern. It will also provide guidance on when to safeguard and/or signpost to internal or external support.

Please note: the Sexual Behaviours Traffic Light Tool will be undergoing review and update in 2020



SEXUAL BEHAVIOURS

●●● TRAFFIC LIGHT TOOL

Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Behaviours: age 13 to 17 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

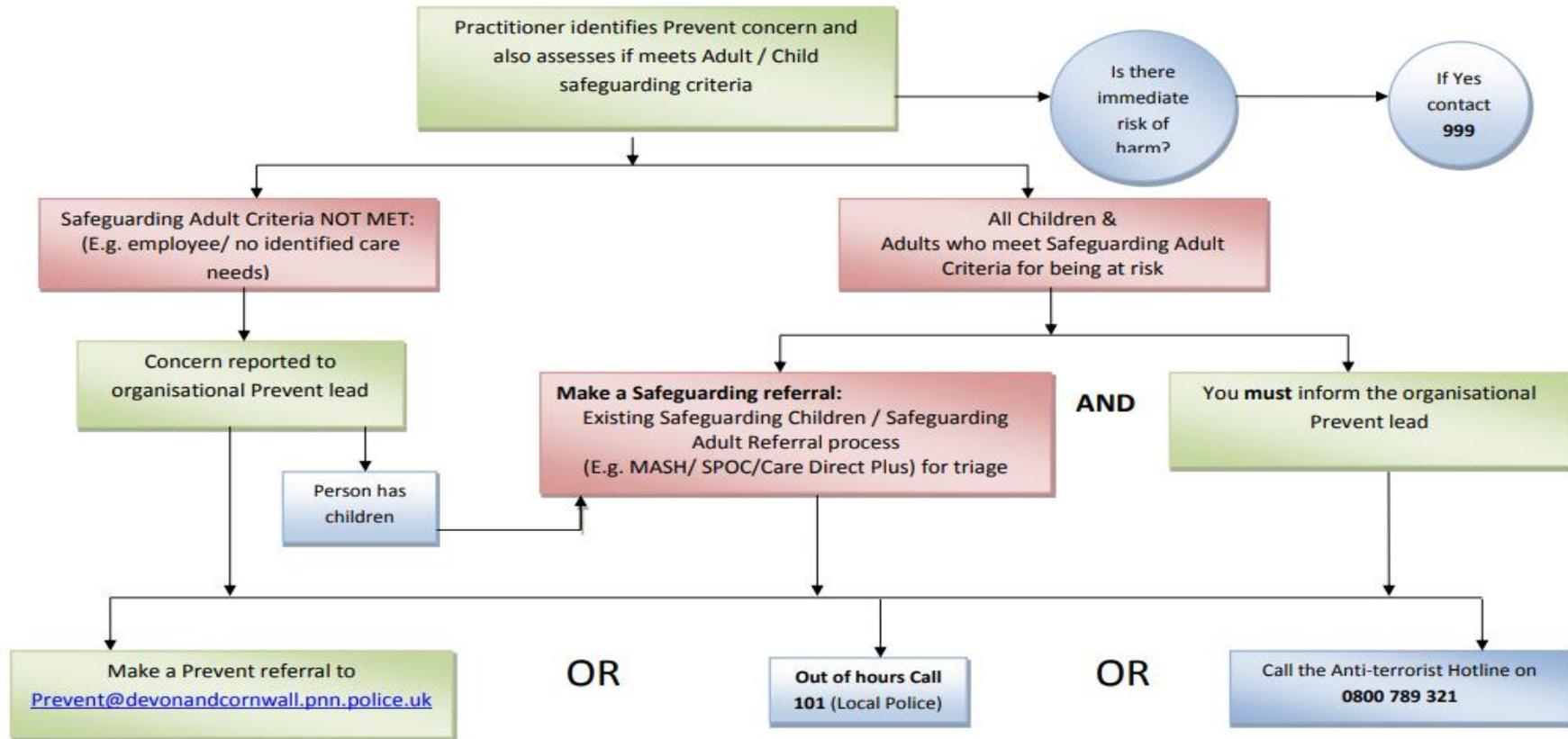
Red behaviours indicate a need for immediate intervention and action.

Appendix 11: The Channel Referral Process re. Recruitment of Violent Extremism

[Channel Referral for concerns regarding radicalisation.](#)

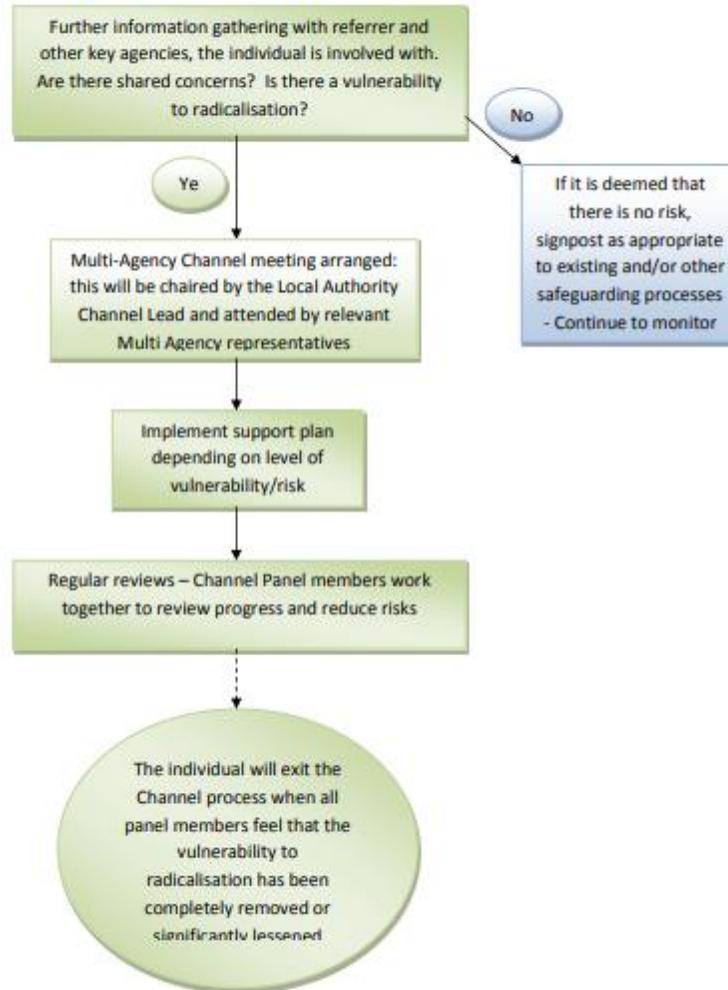
The Channel Referral Process

Channel is a multi agency safeguarding process and early intervention strategy aimed at identifying and supporting individuals (including children) vulnerable to the recruitment of violent extremism. It must be noted this includes all forms of extremism. It is a mechanism for ensuring that these individuals are assessed and supported by professionals using statutory safeguarding frameworks and multi-agency partnership working. Below is a flowchart which illustrates how to refer a concern of this nature.



The Channel Referral Process

Once a referral has been made and it meets the Channel criteria, the individual/group become part of the Channel process, the Police will carry out the below process with the support of multi agency partners working to the relevant Local Authority Lead. This process takes place in order to identify the level of risk and an appropriate support plan where necessary.



If you wish to know more about Channel please contact the Regional Prevent/ Channel lead (South)
DI Sam Norman on 01392 452555 alternatively send any questions to
prevent@devonandcornwall.pnn.police.uk