



East Coast College

Safeguarding Children and Vulnerable Adults Policy and Procedure

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This document can be provided in a larger font, electronically or other accessible requirement, upon request.

Policy Consultation & Review

This policy is available on the College website, intranet and in printed form on request. We inform students, parents and carers about this policy at induction and through College

information media.

The policy is provided to all staff (including temporary staff and volunteers) enclosed with their offer letter alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance '*Keeping Children Safe in Education*' (DfE, September 2024), where understanding is verified via Smartlog Safeguarding training completion

All staff who are employed, commissioned or contracted to teach or work on behalf of the college, in either a paid or unpaid capacity, should be familiar with college procedures and protocols for safeguarding.

1 Purpose & Aims

1.1 The purpose of East Coast College's safeguarding policy and procedure is to ensure every young person (under the age of 18) and vulnerable adult who is a student at the College is safe and protected from harm. This means we will always work to:

- Identify those at risk and protect young people and vulnerable adults* at the College from maltreatment;
- Prevent impairment of young peoples' and vulnerable adults' health development, or access to education;
- Ensure that young peoples' and vulnerable adults' development takes place in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable young people and vulnerable adults at the college to have the best outcomes;
- Ensure the College is a safe environment;
- Ensure all staff have a responsibility to provide a safe environment in which students can learn

*A vulnerable adult is someone who is over the age of 18 and who is, or may be, unable to take care of themselves or unable to protect themselves against significant harm, exploitation or radicalisation – Definition taken from '*No Secrets: Guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse*' (Home Office/Department of Health, January 2015)

1.2 This policy will give clear direction to students, staff, parents, carers, governors, volunteers and visitors about expected behaviour and our legal responsibility to safeguard and promote the physical, emotional and mental wellbeing of all young people and vulnerable adults at the College and to ensure that all members of the College community are treated with dignity and respect.

1.3 The College fully recognises the contribution it can make to protect young people and vulnerable adults from harm and supporting their wellbeing. For the purposes of this policy and its associated procedures, 'harm' is taken to mean neglect, physical, financial, emotional or sexual abuse, sexual harassment, harassment or bullying (including cyber-bullying) arising from any circumstances, of which we become aware. Further information regarding types of abuse can be found in Part One of the statutory guidance '*Keeping Children Safe in Education*' (DfE, September 2024).

1.4 This policy applies to all students, staff, parents, carers, governors, volunteers and visitors to the College and to all employers providing an experience of work for our students.

2 Our Ethos

- 2.1 The wellbeing of our students is of paramount importance. The College will establish and maintain an ethos where all students feel secure, safe and listened to. Students at the College will be able to talk freely to any member of staff if they are worried or concerned about something. All students have access to safeguarding and wellbeing advice at the College.
- 2.2 Everyone who comes into contact with young people and vulnerable adults at the College has a responsibility to safeguard. We recognise that staff at the College play an important role as they are in a position to identify concerns early and provide help for young people and vulnerable adults to prevent concerns from escalating. All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and to understand that an issue not being reported does not mean an issue is not happening. We will ensure that all staff working in all parts of the College understand their personal responsibilities and have access to the Senior Designated Safeguarding Lead. The Senior Designated Safeguarding Lead will be responsible for dealing with allegations or suspicions of harm to every young person (under the age of 18) or vulnerable adult.
- 2.3 All staff will, through training and induction, know:
- how to recognise indicators of concern
 - that young people and vulnerable adults may not feel ready or know how to tell someone they are being abused
 - how to respond to a disclosure from a young person or vulnerable adult
 - how to record and report this information. This information is clearly identified via the Safeguarding and Wellbeing Referral Flowchart (safeguarding handbook in shared drive)) which highlights the difference in response to a non- urgent concern and a concern which involves immediate risk of harm. Regular visitors (expected to visit more than once in an academic year) who will be seeing students on a 1:1 basis will be required to sign a declaration that they will adhere to a Partner Code of Conduct which includes safeguarding. A record of these declarations will be stored on the Single Central record by the People Team. All visitors and contractors will be required to read safeguarding information at sign-in.
 - understand online safety including an understanding of the expectations linked to roles and responsibilities in relation to filtering and monitoring
 - be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities.
- 2.4 Students will be informed that what they tell us will be kept confidential but may be shared with or without consent if it is deemed a young person or vulnerable adult is at risk of immediate or significant harm. The aim will always be to gain consent prior to sharing information but this may not always be possible. Every student will know what the person they have spoken to will have to do with any information they have chosen to disclose.
- 2.5 Throughout students' time at East Coast College we will provide activities and opportunities for young people and vulnerable adults to develop the skills they need to identify risks, build resilience and stay safe via the Careers and Wellbeing Programme and individual course activities. Our response should be preventative and reactive – managing the needs of students who are at risk of immediate harm as well as addressing the risk factors of potential crisis, building resilience and encouraging positive decision making.
- 2.6 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with '*Working Together to Safeguard Children*' (HM Government, Amended December 2020).
- 2.7 Where we have control over media and access to online resources, we will endeavour

that young people are not exposed to inappropriate content. Internet facilities will be subject to automatic screening (filtering and monitoring) via software along with user agreements for all staff. Online access provided by host families will be subject to filtering and monitoring.

- 2.8 East Coast College recognises that some safeguarding scenarios may disproportionately impact those with particular protected characteristics and the importance of trusted adults in supporting disclosures. The College also recognises that positive action may be required to support students with protected characteristics or perceived protected characteristics such as LGBTQ+ students.

3 Roles and Responsibilities

- 3.1 It is the responsibility of every member of staff, volunteer and visitor to the College to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the wellbeing of all students.

The Governing Body

- 3.2 The Governing Body is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the wellbeing of our students, we also have a named governor who champions safeguarding within the College. This, however, does not remove responsibility from the Governing Body as a whole and all individual governors to ensure safeguarding duties are met in line with *'Keeping Children Safe in Education'* (DfE, September 2024).

- 3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via the College website and has been written in line with national guidance and the requirements of the Norfolk and Suffolk Safeguarding Children and Adults Partners' policies and procedures;
- A minimum of one governor is designated to monitor safeguarding and attend relevant safeguarding meetings;
- The College's IT system has appropriate filters and monitoring systems in place to limit exposure to online risks and that this is regularly reviewed
The College contributes to inter-agency working in line with *'Working Together to Safeguard Children'* (HM Government, Amended December 2020);
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and that there are alternate and appropriately trained members of staff identified to deal with any issues in the absence of the Senior Designated Safeguarding Lead. There will always be cover for this role during core college hours. Outside of these core college hours the responsibility falls to the Duty Principal;
- All staff, including governors, receive a safeguarding induction and are provided with a copy of this policy, a copy of Part 1 of *'Keeping Children Safe in Education'* (DfE, September 2024) and the staff code of conduct;
- All staff, including governors, undertake appropriate safeguarding training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'* (DfE, September 2024);
- They remedy without delay any weakness in regard to our safeguarding.

- 3.4 The governing body will receive a safeguarding report on a termly basis that will record the

training that has taken place, the number of staff attending and any outstanding training requirements for the College. It will also record all relevant safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual students or include any identifying information but will highlight trends and areas of focus

The Principal

3.5 The Principal is responsible for:

- Identifying a member of the senior leadership team to be the Senior Designated Safeguarding Lead (Keeping Children Safe In Education, DfE, September 2024) for safeguarding;
- Ensuring that the safeguarding and wellbeing policies and procedures agreed by the governing body are followed by all staff.

The Deputy Principal

3.6 The Deputy Principal is responsible for:

- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed Public Interest Disclosure ('Whistle-blowing') procedures;
- Liaising with the Local Authority Designated Officer at the Norfolk and Suffolk Safeguarding Children and Adults Partners in the event of an allegation of abuse being made against a member of staff or ensuring the Senior Designated Safeguarding Lead does this when the Deputy Principal is not available. The Head of People and Wellbeing Team will be kept informed by the Deputy Principal or Senior Designated Safeguarding Lead at all stages
- Acting as Designated Lead in the absence of the Senior Designated Safeguarding Lead (Assistant Principal Student Services and SEND) and Safeguarding Co-ordinator.

The Senior Designated Safeguarding Lead

3.7 The Senior Designated Safeguarding Lead will carry out their role in accordance with the responsibilities outlined in of *'Keeping Children Safe in Education'* (DfE, September 2024). The Senior Designated Safeguarding Lead will provide supervision, advice and support to other staff on student safeguarding and wellbeing matters. Any concern for a young person's or vulnerable adult's safety or wellbeing will be recorded and made available to the Senior Designated Safeguarding Lead or designated member of the safeguarding and wellbeing team who will consider the context of the concern.

3.8 The Senior Designated Safeguarding Lead or designated members of the safeguarding and wellbeing team will represent the College at child protection conferences and core group meetings. Through appropriate training, knowledge and experience the Senior Designated Safeguarding Lead or designated member of the safeguarding and wellbeing team will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of young people and vulnerable adults. They will also contribute to partner consultations regarding commissioning of local services around safeguarding.

3.9 The Senior Designated Safeguarding Lead will ensure written records and safeguarding files are maintained and that they are kept confidentially, centrally and stored securely.

- 3.10 The Senior Designated Safeguarding Lead, in collaboration with the People Team, is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate safeguarding information during induction and have undertaken the agreed annual training on safeguarding, PREVENT and E-Safety.
- 3.11 The Senior Designated Safeguarding Lead will co-ordinate the college action plan and implementation of the PREVENT agenda in line with the 'Counter Terrorism and Security Act 2015' and 'CONTEST' (HM Government 2023).
- 3.12 The Senior Designated Safeguarding Lead is responsible for ensuring liaison with education and other providers to transfer safeguarding information for students in a timely manner. Where relevant this will also include that current Service Level Agreements for information sharing are in place.
- 3.13 The Senior Designated Safeguarding Lead will also be the College's senior mental health lead.

The Designated Safeguarding Co-ordinator

3.14 Designated Safeguarding Co-ordinator is responsible for:

- Receiving and recording information from any staff, volunteers, children, parents or carers who have safeguarding concerns;
- Assessing the information promptly and carefully, clarifying and obtaining more information about the matter as appropriate;
- Consulting with relevant agencies to agree actions required;
- Making formal referrals to relevant agencies and completing risk assessments where required;
- Keeping accurate formal records of referrals, concerns and actions taken, providing data as requested;
- Acting as Appropriate Adult if police are required to speak to a child on college premises
- Acting as Deputy Designated Lead in the absence of the Senior Designated Safeguarding Lead.

4 Training & Induction (Coordinated by The People Team as part of Continuous Professional Development)

- 4.1 When new staff, volunteers or regular visitors join the College they will be informed of the safeguarding arrangements in place and asked to complete appropriate safeguarding training prior to commencement of employment via the People Team. They will be given a copy of the College's safeguarding policy and Part One of 'Keeping Children Safe in Education' (DfE, September 2024) along with the staff code of conduct and told who our Senior Designated Safeguarding Lead for Safeguarding is. They will also be given information on how to refer disclosures or other concerns. Staff understanding of the College's safeguarding policy and Part One of 'Keeping Children Safe in Education' (DfE, September 2024) is confirmed by completion of the annual SmartLog safeguarding training.
- 4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a young person or vulnerable adult, how to record any issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all young people and vulnerable adults at the College and the remit of the role of the Senior

Designated Safeguarding Lead. A minimum of annual safeguarding training will also take place on current themes, legislative changes, PREVENT and online safety. Online safety, including the appropriate use of technology (for example online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images)

- 4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training in accordance with Norfolk and Suffolk Safeguarding Children and Adults Partner's advice. This will be coordinated and recorded by the People Team. In addition to annual training updates, further staff updates will be given via team meetings and informal case review with the referrer and members of the safeguarding and wellbeing team, following referrals.
- 4.4 All regular visitors to the College will be given a set of our safeguarding procedures and contact details for the safeguarding and wellbeing team. They will also be required to agree to the Code of Contact for Partners which includes agreement to adhere to East Coast College's Safeguarding Policy and Procedures. Details of these agreements will be stored within the Single Central Record. Any partner who is expected to visit campus more than once in an academic year is classified as a regular visitor.
- 4.5 The Senior Designated Safeguarding Lead and members of the safeguarding and wellbeing team will attend multi-agency training courses as advised by Norfolk or Suffolk Safeguarding partners. In addition to this, the Senior Designated Safeguarding Lead and the safeguarding and wellbeing team members will attend Senior Designated Safeguarding Lead training as advised by Norfolk and Suffolk Safeguarding Children and Adults Partners guidance.
- 4.6 The governing body will also undertake appropriate training to ensure they are able to carry out their safeguarding duties.
- 4.7 We will ensure our staff keep up to date with the most recent local and national safeguarding advice and guidance in line with '*Keeping Children Safe in Education*' (DfE, September 2024) including:
 - PREVENT;
 - extra-familial abuse such as Child Sexual and Criminal Exploitation (e.g. County Lines) or serious youth violence;
 - intra-familial abuse such as sexual or physical abuse, either current or historical;
 - so called 'Honour-based' abuse such as Female Genital Mutilation, Forced Marriage, conversion therapies and practices such as breast ironing;
 - Domestic abuse, control and coercion and the impact of this either witnessing this or in intimate relationships;
 - The Senior Designated Safeguarding Lead will also provide regular safeguarding updates for staff.
- 4.8 It will be required that staff with recruitment responsibilities will complete safer recruitment training prior to involvement with recruitment in line with the People Team's requirements.
- 4.9 The People Team will coordinate and collate CPD updates where legislative changes dictate need.
- 4.10 Host families will be offered the opportunity to access regular safeguarding training and development opportunities.

5 Procedures for managing concerns

- 5.1 The College adheres to safeguarding procedures that have been agreed locally through the Norfolk or Suffolk Safeguarding Partners.
- 5.2 Every member of staff including volunteers are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the wellbeing of a young person or vulnerable adult, staff members have a responsibility to take action as outlined in this policy.
- 5.3 All staff are required to report any concerns that they have and not to see these as insignificant. A referral may be justified by a single incident such as an injury or disclosure of abuse or concerns may accumulate over a period of time and are evidenced by building up a picture. It is crucial that staff record and pass on all concerns in accordance with this policy to allow the Senior Designated Lead and safeguarding and wellbeing team to record a timeline and access support for the young person or vulnerable adult at the earliest opportunity. The factual and accurate recording of these concerns at the time of concern will give referral agencies the best information and opportunity to progress a referral.
- 5.4 It is not the responsibility of the College staff to investigate wellbeing concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on promptly in accordance with the procedures outlined in this policy. During Safeguarding training staff will be advised not ask leading questions and the reasons for this. Staff will also be advised to not promise confidentiality during a disclosure.
- 5.5 The safeguarding and wellbeing team should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the College. Any member of staff or visitor to the College who receives a disclosure of abuse or suspects that a young person or vulnerable adult is at risk of harm must report it immediately to the designated member of the safeguarding and wellbeing team.
- 5.6 All concerns about a young person or vulnerable adult should be reported without delay using one of the agreed reporting methods.
- 5.7 Following receipt of any information raising concern, the Senior Designated Safeguarding Lead or designated member of the safeguarding and wellbeing team will consider what action to take. This may lead to onward referrals being completed or seeking advice in line with the local multi-agency safeguarding arrangements, police or other agencies as required. All information and actions taken, including the reasons for any decisions made, will be fully documented. This information will be stored within the central safeguarding and wellbeing recording systems which recognise that safeguarding issues are complex and may have many facets.
- 5.8 All referrals will be made in line with local multi-agency safeguarding arrangements. Referrals may be made to all tiers within child and adult services.
- 5.9 Staff should always follow the reporting procedures outlined in the safeguarding procedure in the first instance. However, they may also share information directly with multi-agency safeguarding partners or the police if they have followed the reporting procedures outlined in this policy but feel appropriate action has not been taken.
- 5.10 Any member of staff who does not feel that concerns about a young person or vulnerable adult have been responded to appropriately by the College safeguarding team and in accordance with the procedures outlined in this policy should raise their concerns with the Senior Management Team. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact local multi-agency safeguarding

partners directly with their concerns.

- 5.11 Any concerns raised by contractors such as cleaning staff are to be raised with Estates and will then be directed through the usual reporting procedure.
- 5.12 The College seeks to provide support to safeguard adults from abuse or neglect in line with *The Care Act 2014*. The local authority have a responsibility to promote individual wellbeing, which includes mental health and emotional wellbeing, protection from abuse and neglect and participation in education and training (including young carers). We will refer to this Local Authority responsibility as a best practice guide in conjunction with referral support provided by our collaboration with the Local Safeguarding Adults Partnership.
- 5.13 It is noted that those with SEND are more likely to experience some forms of abuse or harassment. Where appropriate, members of the safeguarding and wellbeing team will work with other curriculum and support staff to ensure communication and other needs are met while managing a safeguarding concern for a student with SEND.

6 Procedures for managing allegations of sexual violence, domestic abuse and harassment including child-on-child.

- 6.1 The College views that sexual violence and sexual harassment is not acceptable and will not be tolerated. In the event of an allegation of sexual violence or sexual harassment between children the College will follow the protocols laid out in *'Keeping Children Safe in Education'* (DfE, September 2024) and *'When To Call The Police: Guidance for School and Colleges'* (NPCC, 2020). Examples of sexual violence or sexual harassment could include, but are not limited to, physical contact without consent, sexualized language, jokes or comments relating to an individual's alleged sexual activity. Sexual harassment may also include misogyny or misandry.
- 6.2 Actions taken may include removing the alleged perpetrator from shared classes or college premises pending investigation. This should not be perceived as a judgement of guilt on the alleged perpetrator.
- 6.3 Allegations of child-on-child sexual violence and sexual harassment will be recorded and investigated in line with safeguarding protocols outlined in this policy and procedure. Support will be given to all parties including, where relevant, referrals to external agencies for specialist interventions. It is noted that support for an alleged perpetrator can happen concurrently with investigations and disciplinary procedures.
- 6.4 The College's Careers and Wellbeing Tutorial Programme includes reinforcement of the concept that sexual violence and sexual harassment is not acceptable across several elements. While it is noted that there is a gendered aspect to reporting of sexual violence and sexual harassment the concept that anyone can be a victim or a perpetrator is embedded as part of this programme.
- 6.5 In line with the Voyeurism (Offences) Act 2019 instances of 'upskirting' will be viewed as sexually harmful behavior and criminal.
- 6.6 It is noted that those witnessing sexual violence or harassment may also be impacted and support will be made available via college and partner support systems.
- 6.7 With all safeguarding disclosures and particularly those relating to sexual violence and sexual harassment we must ensure that students feel reassured that they are being taken seriously and are being supported to keep safe.

6.8 We recognise that Domestic abuse, control and coercion can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn

7 Records and information sharing

- 7.1 If staff are concerned about the wellbeing or safety of any young person or vulnerable adult at the College they will report their concern in one of the agreed methods. Any concerns should be passed to the designated member of the safeguarding and wellbeing team without delay.
- 7.2 Any paper-based information recorded will be kept in a separate named file, in a secure cabinet, in accordance with legislation and not with the student's academic file. These files will be the responsibility of the Senior Designated Safeguarding Lead. Safeguarding information will only be shared within College on the basis of 'need to know in the student's interests' and on the understanding that it remains strictly confidential. Consent for sharing of this information will be gained wherever possible.
- 7.3 Electronically-stored information will remain within the College's bespoke safeguarding system and is only accessible by designated MIS staff with responsibility for maintaining this system and by members of the safeguarding and wellbeing team. Copies of electronically completed paperwork such as search records or action plans will be uploaded to student E-ILPs unless deemed by the student/completing staff member that content is sensitive. In these instances they will be sent by email as a password protected document to the email address agreed by the student.
- 7.4 Sharing of information external to East Coast College will take place within the framework outlined by '*Information Sharing*' (HM Government, July 2018) and '*Working Together to Safeguard Children*' (HM Government, Amended December 2020). Consent for sharing this information will be gained wherever possible.
- 7.5 When a young person or vulnerable adult leaves the College, the Senior Designated Safeguarding Lead will make contact with the Senior Designated Safeguarding Lead/MASH team at the new college or training provider/County and will ensure that the safeguarding file/information is forwarded to them in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving college and/or evidence of recorded delivery.
- 7.6 The Student Finance and Learning Support teams will provide the safeguarding and wellbeing team with a list of vulnerable students and will update this information as needed. Vulnerable students include but are not limited to Looked After Children, Care Leavers under 25, Unaccompanied Asylum Seekers, those subject to a Special Guardianship Order, those subject to a Child Arrangement Order, those who currently require social worker support Young Carers under 25, carers of those with an additional need aged 25 or over, those who disclose they are adopted, those with a mental health support need, students accessing Free College Meals and those with Educational Health Care Plans, disabilities, SEND, certain health conditions or are accessing High Needs

funding.

7.7 The destinations of withdrawn students will be checked termly to pick up additional safeguarding concerns related to children missing education who we are unable to contact. The college provides enrolment updates to local authorities.

8 Working with parents and carers

8.1 The College is committed to working in partnership with parents and carers to safeguard and promote the wellbeing of young people and vulnerable adults and to support them to understand our statutory responsibilities in this area.

8.2 When new students join the College, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the College website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with safeguarding enquiries and what happens should we have cause to make a referral to an external agency where the need arises.

8.3 We are committed to working with parents and carers positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents' and carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a young person or vulnerable adult from harm and in line with '*Information Sharing*' (HM Government, July 2018).

8.4 We will seek to share with parents and carers any concerns we may have about their child unless to do so may place a young person or vulnerable adult at increased risk of harm. A lack of parental/carer engagement or agreement regarding the concerns the College has about a young person or vulnerable adult will not prevent the Senior Designated Safeguarding Lead making a referral to multi-agency safeguarding partners or other relevant agency in those circumstances where it is appropriate to do so.

8.5 In order to keep young people and vulnerable adults safe the College requires accurate and up to date information regarding:

- Emergency contact details
- Any details on court orders where contact is to be withheld

8.6 As part of ongoing communication with parents and carers East Coast College will share information and advice to support parents and carers with ensuring their child's online safety when not at college.

9 Child Protection conferences

9.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the young person is judged to be at continuing risk of significant harm. A review conference will take place once a young person has been made the subject of a Child Protection Plan in order to monitor their safety and the required reduction in risk.

9.2 Safeguarding and wellbeing team members may be asked to attend a child protection conference, strategy or core group meetings on behalf of the College in respect of individual young people. All reports for child protection conferences will be prepared in advance using the guidance and education template provided by Children's Services.

The information contained in the report will be shared with parents and carers before the conference as appropriate and will include information relating to the young person's physical, emotional and intellectual development and their presentation at College. In order to complete such reports, all relevant information will be sought from staff working with the young person in College. Strategy meetings are convened at short-notice to agree a plan in respect of a new concern/new information received and as such does not include the parent/carer and information should not be shared with the parent/carer before the strategy meeting unless agreement to do so has been received from the meeting chair.

10 Safer recruitment for staff and volunteers

10.1 We will ensure that at least one member of every staff recruitment panel has completed appropriate safer recruitment training. At all times the Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', (DfE, September 2024).

There will be a mandatory question on safeguarding at all interviews and any gaps in employment will be explored in the interview/references.

10.2 The College will use the recruitment and selection process to reject unsuitable candidates. It is the College's policy to have at least two written references, one of which must be from the current/last employer, to have documentary proof of qualifications and eligibility to work in the UK, and satisfactory DBS clearance. Any offer of employment will be conditional on this documentation being satisfactory to the College. We will question the contents of application forms if we are unclear about them. We will also undertake barred lists check prior to employment and Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with young people and vulnerable adults. For staff working teaching with Lowestoft Sixth Form an additional Prohibition Order check will be completed. The College's Recruitment and Selection policy will also provide guidance on specific law such as the Rehabilitation of Offenders Act 1974 and actions required for agency staff.

10.3 Shortlisted candidates will be asked to self-declare information such as criminal records or other information which may make them unsuitable to work at the College. In line with '*Keeping Children Safe in Education*' (DfE, 2024) this information will not be requested at application stage. In addition, the college reserves the right to conduct an online search of information in the public domain for shortlisted candidates to help identify any incidents or issues that have happened which the school or college might want to explore with the applicant at interview.

10.4 We will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements. This will be held securely within the People Team and subject to audit by the Head of the People Team and Senior Designated Safeguarding Lead.

10.5 Members of the Governing Body will be recorded on the Single Central Record and will have an enhanced DBS and barred lists check.

10.6 Where a residential placement is being provided relevant members of the household will be subject to an enhanced DBS and barred lists checks. This will be recorded on the Single Central Record.

10.7 Written notification will be obtained from any agency, or third party organisation, that the organisation has carried out safer recruitment checks in line with '*Keeping Children Safe in Education*' (DfE, September 2024).

10.8 Where East Coast College is facilitating or supporting industrial placements, the Industrial Placement Policy and Procedure will be followed. If industrial placements require DBS checks, East Coast College will support students to complete these. Where students disclose unspent criminal convictions the Safer Learning for All procedure is followed.

11 Safer working practice

11.1 All adults who come into contact with our students have a duty of care to safeguard and promote their wellbeing. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our students are competent, confident and safe to do so.

11.2 All staff will be provided with a copy of the College's code of conduct at induction and will be required to carry out their duties in accordance with this advice.

11.3 If staff, visitors or volunteers are working with young people or vulnerable adults alone they will be required to inform another member of staff of their whereabouts in College, who they are with and for how long. Unless the partner has completed a Code of Conduct and supplied DBS details (non- statutory only) they will be accompanied at all times on college premises and when seeing students.

11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. All staff and volunteers are required to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11.5 Where a room booking is requested by an external agency or person details of the booking person and organisation (if applicable) will be recorded by the staff member taking the booking using the agreed form. In accordance with Home Office guidance for preventing radicalisation both the name and organisation will be internet searched by the person taking the room booking to ensure they are not publically part of an extremist group. This will be recorded on the agreed form. It will also be confirmed that the booking person or organization has appropriate safeguarding policies and procedures in place. Any concerns will be raised with the Senior Designated Safeguarding Lead or designated member of the safeguarding and wellbeing team.

11.6 Marketing and other publicity which includes photographs or identifying characteristics will be checked by a designated member of the safeguarding and wellbeing team prior to approval for publication. Parents/carers of 16/17 year olds are informed that photographs of students may be used unless permission is withdrawn by the parent/carer for agreed safeguarding reasons, the individual student will be informed of rationale for this. Photograph permission for students will be gained as part of the enrolment process and withdrawn consent recorded on the student's ProMonitor page. Marketing will confirm with subjects that photo consent previously gained is still valid before publication of photographs or identifying characteristics external to East Coast College.

11.7 According to the Protection of Freedoms Act 2012 the College has a significant proportion of children and young people on site during opening times and has therefore determined that it is treated as a 'specified place' and therefore all staff are engaged in regulated activity under the regulations stipulated in the Act.

11.8 Clinical supervision is provided by the Designated Safeguarding Lead. If there is a conflict in the content of supervision required this will be provided by the agreed external counselling provider. Supervision for the Designated Safeguarding Lead is available from the agreed external counselling provider.

12 Managing allegations against staff including agency staff, volunteers and contractors

- 12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for all our students. We recognise that sometimes an allegation of abuse may be made. All staff must be familiar with and abide by the College's Professional Code of Conduct for Staff which is provided to all staff on appointment.
- 12.2 We will take all possible steps to safeguard our young people and vulnerable adults and to ensure that the staff and volunteers in our College are safe to work with them. We will always ensure that the procedures outlined by the Norfolk and Suffolk Safeguarding partners and '*Keeping Children Safe in Education*', (DfE, September 2024) are adhered to and will seek appropriate advice from the Local Authority Designated Officer. The Local Authority Designated Officer can be contacted on 0300 123 2044 (Suffolk) or 01603 223473 (Norfolk).
- 12.3 In line with '*Keeping Children Safe in Education*' (DfE, September 2024), if staff have safeguarding concerns or an allegation is made about a staff member or volunteer who works at the College this should be referred to the Director of People and Wellbeing or deputy in their absence, who will appoint an investigating officer. Should an allegation be made against the Director of People and Wellbeing, this will be reported to the Principal. In the event that the Principal is not contactable on that day, the information must be passed to and dealt with by the Director of Governance. Should an allegation be made against a member of the Governing Body, this will be reported to the Director of Governance. In the event that the Director of Governance is not contactable on that day, the information must be passed to and dealt with by the Director of People and Wellbeing.
- 12.4 Concerns may include that a staff member or volunteer including agency staff has:
- behaved in a way that has harmed a child or vulnerable adult or may have harmed a child or vulnerable adult;
 - possibly committed a criminal offence against or related to a child or vulnerable adult;
 - behaved towards a child or vulnerable adult in a way that indicated they may pose a risk of harm to children or vulnerable adults;
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children
- 12.5 The Senior Designated Safeguarding Lead or Head of People Team will seek advice from the Local Authority Designated Officer within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the Local Authority Designated Officer.
- 12.6 Where the allegation involves an agency/contracted member of staff the Director of People and Wellbeing will liaise with the agency/contractor manager in line with *Keeping Children Safe in Education* (September 2024)
- 12.7 Where the concern is 'low level' and does not meet threshold of harm for referral to the LADO a record should be made of this and retained alongside the individual's personnel records. If required a consultation can be completed with the LADO team to confirm next steps. This may be the result of an individual concern or cumulative concerns. Patterns will be reviewed to identify wider concerns and/or training needs.
- 12.8 Any member of staff or volunteer who does not feel confident to raise their concerns with Principal or Chair of Governors should contact the Local Authority Designated Officer directly on 0300 123 2044 (Suffolk) or 01603223473 (Norfolk). Advice can be gained from the NSPCC Whistleblowing Advice line on 0800 028 0285 or help@nspcc.org.uk.
- 12.9 The College has a legal duty to refer to the Disclosure and Barring Service if there is reason

to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at the College, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the Local Authority Designated Officer.

12.10 The College seeks to create an environment where staff are encouraged and feel confident self-referring for support if they feel they have been in a situation which could be misinterpreted, viewed as compromising or they have reflected does not meet expected professional standards.

13 Residential placements (under 18)

13.1 Where students are placed by the college in a residential setting arrangements will be made in line with Keeping Children Safe in Education (September 2024) and Further Education Residential Accommodation: National Minimum Standards (September 18).

13.2 This will include ensuring unmonitored contact with parents/carers and external support services such as ChildLine.

13.3 Students placed in residential settings by the College will have access to a named person(s) to whom they can report personal problems and concerns. This person(s) will have undergone safeguarding training and will be available outside of core College hours.

14 Relevant policies

14.1 To underpin the values and ethos of the College and our intent to ensure that students at the College are appropriately safeguarded the following policies are also included under our safeguarding umbrella. This can all be found on the college intranet:

- Staff Code of Conduct;
- Recruitment Policy
- Whistleblowing;
- Security Threat Procedure;
- PREVENT;
- Student Inclusion and Disciplinary;
- Online Safety Policy;
- Health, Safety and Wellbeing Policy;
- First aid Policy;
- Industry placement Policy and Procedure;
- Student Bullying and Harassment Policy and Procedure
- SEND Policy;
- IT Acceptable Use Policy;
- E-resources Acceptable Use Policy;
- Procedure for Video Conferencing and Webinars;
- Procedure for use of Social Media in learning;
- Visitor Policy inc. external speaker procedure
- Procedure for Live Streaming;
- Equality, Diversity and Inclusion Policy

15 Statutory framework

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children' (DfE 2023)
- 'Keeping Children Safe in Education' (DfE, September 2024);
- 'What to do if you are Worried a Child is Being Abused' (DfE, March 2015);
- Norfolk and Suffolk Safeguarding partners procedures;
- Relevant OFSTED guidance;
- 'Children and Social Work Act 2017';
- 'Multi-agency Statutory Guidance on Female Genital Mutilation' (HM Government, July 2020);
- 'Information Sharing: Advice for Practitioners providing safeguarding Services to Children, Young People, Parents and Carers' (HM Government, July 2018);
- Care Act 2014;
- 'Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance' (Home Office, February 2020);
- The General Data Protection Regulation (GDPR) and Data Protection Act 2018;
- Further Education Residential Accommodation: National Minimum Standards (DfE September 2018)
- 'CONTEST : The United Kingdom's Strategy for Countering Terrorism' (HM Government June 2018)
- Voyeurism (Offences) Act 2019
- 'When to call the police: Guidance for Schools and Colleges' (National Police Chiefs Council)
- Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty

APPENDIX 1

KEEPING CHILDREN SAFE IN EDUCATION 2024



Department
for Education

Keeping children safe in education 2024

**Statutory guidance for schools and
colleges**

**Part one: Information for all school
and college staff**

September 2024

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Summary

Keeping children safe in education is statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children.

It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of the guidance.

Governing bodies and proprietors, working with their senior leadership teams and especially their designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of the full version of the document. This is entirely a matter for the school or college and will be based on their assessment of which guidance will be most effective for their staff to safeguard and promote the welfare of children.

The full version of KCSIE can be found here: [Keeping children safe in education - GOV.UK](#)

About this guidance

We use the terms “**must**” and “**should**” throughout the guidance. We use the term “**must**” when the person in question is legally required to do something and “**should**” when the advice set out **should** be followed unless there is good reason not to.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and co-ordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - Providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - 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
 - taking action to enable all children to have the best outcomes

The role of school and college staff

4. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
5. All staff have a responsibility to provide a safe environment in which children can learn.

6. All staff should be prepared to identify children who may benefit from early help.¹ 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.
7. Any staff member who has any concerns about a child's welfare should follow the processes set out in paragraphs 49-55. Staff should expect to support social workers and other agencies following any referral.
8. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as local authority children's social care.
9. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
10. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

11. All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:
 - child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
 - behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).³
 - staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing

¹ Detailed information on early help can be found in [Working Together to Safeguard Children](#).

² The '[Teachers' Standards](#)' apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

³ All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document should be provided to **all** staff at induction.

12. All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see paragraph 140 of KCSIE for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

13. All staff should be aware of their local early help process and understand their role in it.

14. All staff should be aware of the process for making referrals to local authority children’s social care and for statutory assessments.⁴ 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.

15. All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children’s social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

16. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of

⁴ Detailed information on statutory assessments can be found in [Working Together to Safeguard Children](#)

abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

17. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

What school and college staff should look out for

Early help

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

- is a privately fostered child.

Abuse, neglect and exploitation

19. All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

20. All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

21. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

22. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

23. **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.**

Indicators of abuse and neglect

24. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

25. **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.

26. **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 from 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.

27. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

28. **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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

29. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos.⁵ can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Additional information on these safeguarding issues and information on other safeguarding issues is included in the Annex.

Child-on-child abuse

30. **All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

31. **All** staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

32. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

33. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)

⁵ Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.

- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence⁶ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment⁷ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸ (also known as sexting or youth produced sexual imagery)
- upskirting⁹ which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

34. Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

⁶ For further information about sexual violence see Part 5 of KCSIE and the annex.

⁷ For further information about sexual harassment see Part 5 of KCSIE and the annex.

⁸ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

⁹ For further information about ‘upskirting’ see annex.

Child criminal exploitation (CCE)¹⁰

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

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

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

Child sexual exploitation (CSE)

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

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

40. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex.

¹⁰ See information on CCE definition on page 48 of [Home Office's Serious Violence Strategy](#)

Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic abuse

41. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female genital mutilation (FGM)

42. Whilst **all** staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.¹¹ If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See page 34 for further information.

Mental health

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

44. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

45. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.

¹¹ Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Serious violence

46. **All** staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Additional information and support

47. Departmental advice [What to do if you're worried a child is being abused: advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout that advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

48. **The annex contains important additional information about specific forms of abuse, exploitation and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.**

What school and college staff should do if they have concerns about a child

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

50. If staff have **any concerns** about a child's welfare, they should act on them **immediately**. See page 20 for a flow chart setting out the process for staff when they have concerns about a child.

51. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy).

52. Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes

- undertaking an early help assessment.¹² or
- making a referral to statutory services.¹³ for example as the child could be in need, is in need or is suffering, or likely to suffer harm.

53. The designated safeguarding lead (or a deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or a 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 local authority children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible.

54. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children’s social care (such as a child in need or a child with a protection plan).

[Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).

55. **DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.** If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Early help assessment

56. If early help is appropriate, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency

¹² Further information on early help assessments, provision of early help services and accessing services is in [Working Together to Safeguard Children](#).

¹³ [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children’s social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children’s social care.

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 practitioner. Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

57. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police,** (see [when to call the police: guidance for schools and colleges \(npcc.police.uk\)](https://www.npcc.police.uk)) **is made immediately.** Referrals should follow the local referral process.

58. Local authority children's social care assessments should consider where children are being harmed in contexts outside of the home¹⁴, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#).

59. The online tool [Report child abuse to your local council](#) directs to the relevant local authority children's social care contact details.

Children in need

60. A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm:

61. Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant

¹⁴ See [working together](#) for further information about extra-familial harms and environments outside the family home

harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse, neglect and exploitation.

What will the local authority do?

62. Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- any services are required by the child and family and what type of services
- the child is in need and should be assessed under section 17 of the Children Act 1989. [Working Together to Safeguard Children](#) provides details of the assessment process
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. [Working Together to Safeguard Children](#) provides details of the assessment process, and
- further specialist assessments are required to help the local authority to decide what further action to take.

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

64. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or a deputy) as required).

65. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

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

Records **should** include:

- a clear and comprehensive summary of the concern

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

67. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or a deputy).

Why is all of this important?

68. It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and local child safeguarding practice reviews have repeatedly shown the dangers of failing to take effective action.¹⁵ Further information about local child safeguarding practice can be found in [Working Together to Safeguard Children](#). Examples of poor practice include:

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

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member

69. Schools and colleges should have processes and procedures in place to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers, and contractors).

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

- this should be referred to the headteacher or principal

¹⁵An analysis of serious case reviews can be found at gov.uk/government/publications/serious-case-reviews-analysis-lessons-and-challenges

- where there is a concern/allegation about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school, and
- in the event of a concern/allegation about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) LADO(s). Details of your local LADO should be easily accessible on your local authority's website.

71. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy. Further details can be found in Part four of the full version of KCSIE.

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

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

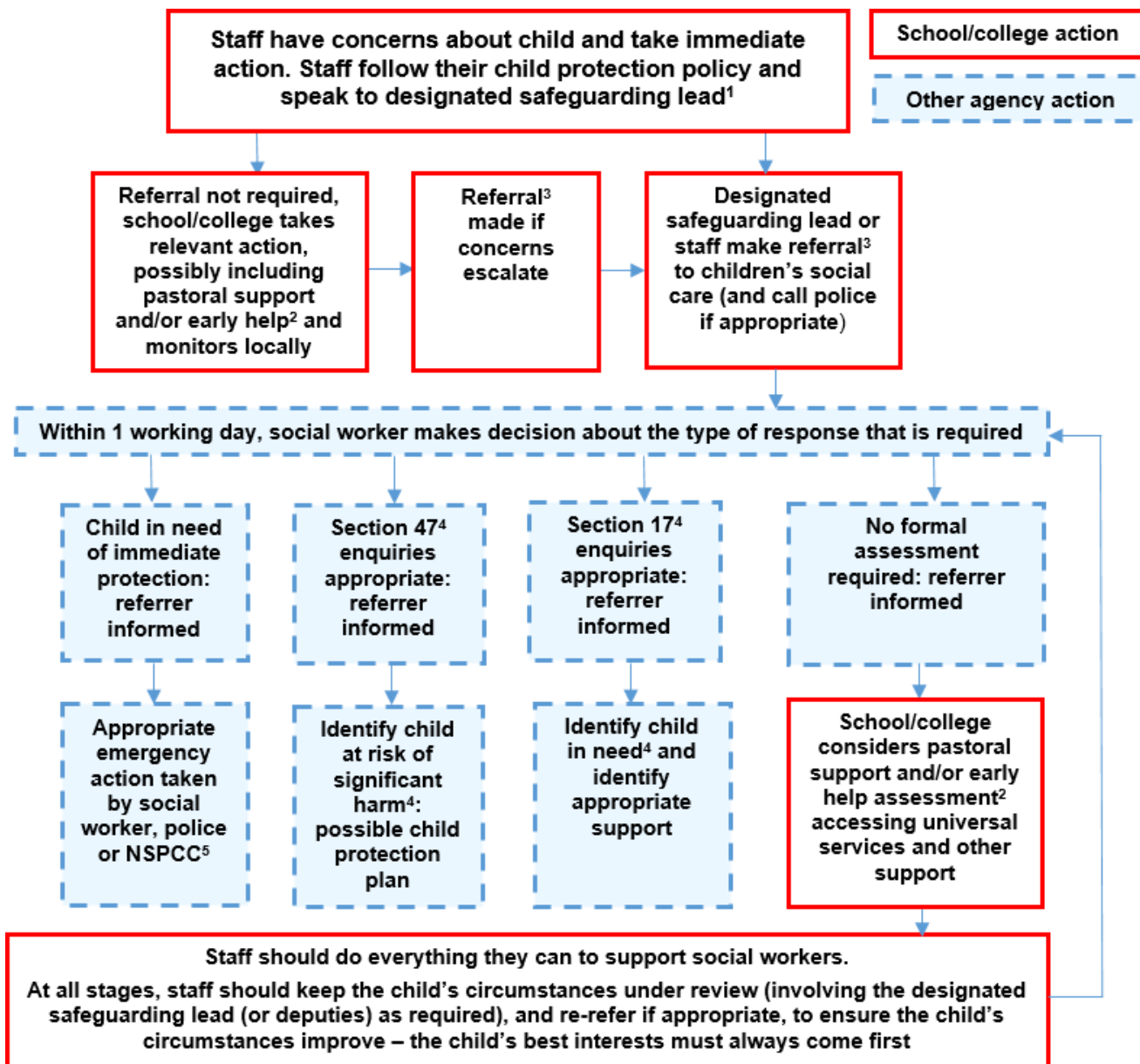
73. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school or college's senior leadership team.

74. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general advice on whistleblowing can be found at [whistleblowing for employees](#)
- the [NSPCC Whistleblowing Advice Line](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday , and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk¹⁶

¹⁶ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of the full version of KCSIE.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. [Working Together to Safeguard Children](#) provides detailed guidance on the early help process. ³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Annex: Further information

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

As per Part one of KCSIE, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy).

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

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Child abduction and community safety incidents

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

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

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being

- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from

their home

- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#) .

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

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

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

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called ‘honour’-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of

a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](#).

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can

enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

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 into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities 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](#).

Mental health

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

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England.¹⁷ has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Every Mind Matters](#) for links to all materials and lesson plans.

Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

¹⁷Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

Preventing radicalisation

Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

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

Radicalisation¹⁸ is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism¹⁹ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are [factors that may indicate concern](#).

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. 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 a deputy) [making a Prevent referral](#).

¹⁸ As defined in the [Government's Prevent](#) Duty Guidance for England and Wales.

¹⁹ As defined in the Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard²⁰ to the need to prevent people from becoming terrorists or supporting terrorism”.²¹ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi- agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme and have that support in place for when the child arrives.

²⁰ [Counter-Terrorism and Security Act 2015 \(legislation.gov.uk\)](#)

²¹ “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Statutory guidance on Channel is available at: [Channel guidance](#) and [Channel training from the Home Office](#).

Additional support

[The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

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

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

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

The [Safeguarding and Prevent - The Education and Training Foundation \(et-foundation.co.uk\)](#) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning has also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. 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 and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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. Detailed advice is available in Part five of the full version of KCSIE.

Serious violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. The [Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

[Police, Crime, Sentencing and Courts Act 2022](#) introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including female genital mutilation and forced marriage)

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

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken

place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**²² that requires a different approach (see below).

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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.²³ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or a deputy) and involve local authority children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

²² Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

²³ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Forced marriage

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

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

[Supporting practice in tackling child sexual abuse](#) – CSA Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

[What to do if you're worried a child is being abused](#) – DfE advice

[Domestic abuse: Various Information/Guidance](#) – Home Office advice

[Faith based abuse: National Action Plan](#) – DfE advice

[Forced marriage resource pack](#)

[Disrespect NoBody campaign – GOV.UK](#) – Home Office website [Tackling](#)

[Child Sexual Abuse Strategy](#) – Home Office policy paper [Together we](#)

[can stop child sexual abuse](#) – HM Government campaign

Bullying

[Preventing bullying including cyberbullying](#) – DfE advice

Children missing from education, home or care

[Children missing education](#) – DfE statutory guidance

[Children who run away or go missing from home or care](#) – DfE statutory guidance

[Missing Children and Adults strategy](#) – Home Office strategy

Children with family members in prison

[National Information Centre on Children of Offenders](#) – Barnardo's in partnership with HM Prison and Probation Service

Child exploitation

[Safeguarding children who may have been trafficked](#) – DfE and Home Office guidance

[Care of unaccompanied migrant children and child victims of modern slavery](#) – DfE statutory guidance

[Modern slavery: how to identify and support victims](#) – HO statutory guidance [Child exploitation disruption toolkit](#) – HO statutory guidance

[County Lines Toolkit For Professionals](#) – The Children's Society in partnership with Victim Support and National Police Chiefs' Council

[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Confidentiality

[Gillick competency Fraser guidelines](#) – Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

[From harm to hope: A 10-year drugs plan to cut crime and save lives](#) – Home Office strategy

[Honest information about drugs](#) – Talk to Frank website

[Drug and Alcohol education – teacher guidance & evidence review](#) – PSHE Association

(So-called) 'honour'-based abuse, including FGM and forced marriage

[Female genital mutilation: information and resources](#) – Home Office guidance

[Female genital mutilation: multi agency statutory guidance](#) – DfE, Department for Health, and Home Office

[Forced marriage](#) – Forced Marriage Unit (FMU) resources

[Forced marriage](#) – Government multi-agency practice guidelines and multi-agency statutory guidance

[FGM resource pack](#) – HM Government guidance

Health and well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England

[Supporting pupils at schools with medical conditions](#) – DfE statutory guidance

[Mental health and behaviour in schools](#) – DfE advice

[Overview - Fabricated or induced illness](#) – NHS advice

Homelessness

[Homelessness code of guidance for local authorities](#) – Department for Levelling Up, Housing and Communities guidance

Information sharing

[Government information sharing advice](#) – Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#) – Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety advice

[Childnet](#) – Provides guidance for schools on cyberbullying

[Educateagainsthate](#) – Provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) – Provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium](#) – 'Guidance for safe working practice', which may help ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) – Departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) – A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) – From UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

[Online safety guidance if you own or manage an online platform](#) – DCMS advice

[A business guide for protecting children on your online platform](#) – DCMS advice

[UK Safer Internet Centre](#) – Provides tips, advice, guides and other resources to help keep children safe online

Online safety relating to remote education, virtual lessons and live streaming

[Guidance Get help with remote education](#) – Resources and support for teachers and school leaders on educating pupils and students

[Departmental guidance on safeguarding and remote education](#) – Including planning remote education strategies and teaching remotely

[London Grid for Learning](#) – Guidance, including platform-specific advice

[National Cyber Security Centre](#) – Guidance on choosing, configuring and deploying video conferencing

[UK Safer Internet Centre](#) – Guidance on safe remote learning

Online safety – support for children

[Childline](#) – For free and confidential advice

[UK Safer Internet Centre](#) – To report and remove harmful online content

[CEOP](#) – For advice on making a report about online abuse

Online safety- parental support

[Childnet](#) – Offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

[Commonsensemedia](#) – Provides independent reviews, age ratings, & other information about all types of media for children and their parents

[Government advice](#) – About protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) – Provides age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

[How Can I Help My Child?](#) – Marie Collins Foundation – Sexual abuse online

[London Grid for Learning](#) – Provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) – Can be used by parents and carers who are concerned about someone’s behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

[National Crime Agency/CEOP Thinkuknow](#) – Provides support for parents and carers to keep their children safe online

[Parentzone](#) – Provides help for parents and carers on how to keep their children safe online

[Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children’s Commissioner’s parental guide on talking to their children about online sexual harassment

Private fostering

[Private fostering: local authorities](#) – DfE statutory guidance

Radicalisation

[Prevent duty guidance](#) – Home Office guidance

[Prevent duty: additional advice for schools and childcare providers](#) – DfE advice

[Educate Against Hate website](#) – DfE and Home Office guidance

[Prevent for FE and Training](#) – Education and Training Foundation (ETF)

[Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning

[Managing risk of radicalisation in your education setting](#) – DfE advice

Serious violence

[Serious violence strategy](#) – Home Office strategy

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office

[Gangs and youth violence: for schools and colleges](#) – Home Office advice

[Tackling violence against women and girls strategy](#) – Home Office strategy

[Violence against women and girls: national statement of expectations for victims](#) – Home Office guidance

Sexual violence and sexual harassment Specialist

organisations

[Barnardo's](#) – UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

[Lucy Faithfull Foundation](#) – UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

[Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

[NSPCC](#) – Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

[Rape Crisis](#) – National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[UK Safer Internet Centre](#) – Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

[Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) – For information, advice, and details of local specialist sexual violence organisations.

[NICE guidance](#) – Contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

[HSB toolkit](#) – The Lucy Faithfull Foundation – designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

The Lucy Faithfull Foundation also run [shorespace.org.uk](#) which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours.

[NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#) – Free and independent advice about HSB.

[Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) – Provides a school self-assessment toolkit and guidance for addressing HSB in schools.

[Preventing harmful sexual behaviour in children - Stop It Now](#) – Provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for victims

[Anti-Bullying Alliance](#) – Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

[Rape Crisis](#) – Provides and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

[The Survivors Trust](#) – UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

[Victim Support](#) – Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

[Childline](#) – Provides free and confidential advice for children and young people.

Toolkits

[NSPCC](#) – Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

[NSPCC](#) – Resources which help adults respond to children disclosing abuse.

NSPCC also provide free and independent advice about HSB: [NSPCC - Harmful sexual behaviour framework](#)

[Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) – Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

[Contextual Safeguarding Network](#) – Self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools.

[Childnet - STAR SEND Toolkit](#) – Equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND).

[Childnet - Just a joke?](#) – Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.

[Childnet - Step Up, Speak Up](#) – A practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

[NSPCC - Harmful sexual behaviour framework](#) – An evidence-informed framework for children and young people displaying HSB.

Farrer & Co: [Addressing child on child abuse: a resource for schools and colleges](#) – This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

[London Grid for Learning-collection of advice](#) – Various information and resources dealing with the sharing of nudes and semi-nudes.

[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) – Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

National Crime Agency's [CEOP Education Programme](#) – Provides information for parents and carers to help protect their child from online child sexual abuse, including

[#AskTheAwkward - help to talk with your children about online relationships](#)
thinkuknow.co.uk – Guidance on how to talk to their children about online relationships



Department
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