

**WESTMINSTER ABBEY CHOIR SCHOOL**

**S11 - SAFEGUARDING**

**POLICY AND PROCEDURE**

**Key Personnel** (full details on pg 17)

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**School Safer Recruiter:** James Lark

**Important Contact Numbers** (full details on page 17)

**Westminster Social Services Duty & Assessment Team:** 020 7641 7560

**Local Authority Designated Officer-Westminster:** 0207 641 7668 [lado@westminster.gov.uk](mailto:lado@westminster.gov.uk)

**Local Safeguarding Children's Partnership (LSCP):** 07739 315388

Safeguarding Practice lead: [sarah.mangold@rbkc.gov.uk](mailto:sarah.mangold@rbkc.gov.uk) 07590 808142

**Westminster Multi Agency Safeguarding Hub (MASH)** 020 7641 4000

**NSPCC:** 0808 800 500

**Prevent Programme Manager:** 020 7641 6032 [prevent@westminster.gov.uk](mailto:prevent@westminster.gov.uk)

**DfE helpline for non-emergency advice on  
extremism for staff and governors:** 020 7340 7264

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# WESTMINSTER ABBEY CHOIR SCHOOL

## SAFEGUARDING POLICY DOCUMENT

**This policy is published on the Choir School’s website and a link to it is given to all parents on arrival in the Parents’ Handbook. It is reviewed annually by the full governing body.**

The school will safeguard and promote the welfare of children who are pupils, or visit, the school so as to keep them safe from harm. This policy is set within the framework of and has regard to

- The Children’s Act 1989 and 2004
- [Department for Education \(DfE\) Guidance “Keeping Children Safe in Education” \(KCSIE\) September 2022](#) (including [Disqualification under the Childcare Act 2006](#) (Sept 2018))
- [“Working Together to Safeguard Children”](#) (WTSC) July 2018 (updated 9 December 2020),
- [Information Sharing \(IS\) advice for Safeguarding Practitioners](#) July 2018.
- [London Child Protection Procedures 2022](#)
- [National Minimum Standards for Boarding Schools](#) (5 Sept 2022)
- [Education \(Independent School Standards\) \(England\) Regulations 2014](#)
- [What to do if you are worried a child is being abused – Advice to practitioners](#) (DfE) March 2015
- [The Prevent Duty Guidance: for England and Wales Updated April 2021](#)
- [The Prevent duty: Departmental advice for schools and childminders \(June 2015\)](#)
- [Relationship Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#) (updated September 2021)
- [The use of social media for on-line radicalisation \(July 2015\)](#)

The policy operates in the context of the obligations arising under the Human Rights Act 1998 and the Equality Act 2010.

There are five main elements to our policy, which applies to all staff, governors and volunteers working in the school:

- Ensuring that we practise safer recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse.
- Supporting pupils who have been abused in accordance with their agreed child protection plan.
- Establishing a safe environment in which children can learn and develop and in which all systems, processes and policies operate with the best interests of the child at heart.

We recognise that, because of their day-to-day contact with children, staff and volunteers are well placed to observe the outward signs of abuse. The school will therefore

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure that children know that there are adults in the school whom they can approach if they are worried
- ensure that all staff members undergo safeguarding training at induction in line with advice from the Local Safeguarding Children Partnership (LSCP). The training will be regularly updated.
- include opportunities in the Personal Social Health and Economic (PSHE) and RSE curricula and elsewhere for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the bi-borough's LSCP and take account of guidance issued by DfE to

- ensure that we have a Designated Safeguarding Lead (DSL) and a deputy Designated Safeguarding Lead for safeguarding both of whom have received appropriate training and support for this role
- ensure that we have a Nominated Governor (NG) responsible for safeguarding who has received appropriate training and that all governors receive appropriate safeguarding and child protection training so that they can provide strategic challenge
- ensure that every member of staff (including temporary and supply staff and volunteers) and of the governing body knows the name of the Designated Safeguarding Lead responsible for safeguarding and his/her role
- manage behaviour effectively to ensure a good and safe educational environment and have a clear understanding of the needs of all pupils, including those with mental health needs
- safeguard children from potentially harmful and inappropriate online material via the school's filtering and monitoring systems, and via its online safety policy and acceptable use of the internet policies (boys are not allowed mobile phones or personal internet enabled devices in school) that are regularly reviewed by the Governors
- ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and for referring **any** concerns to the Designated Safeguarding Lead responsible for safeguarding
- ensure that all staff are prepared to identify children who may benefit from early help. (i.e. 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)
- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out the relevant obligations in the parents' handbook
- notify Social Services if there is an unexplained absence of more than two days of a pupil who has a child protection plan (unless the plan requires more immediate notification)
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding safeguarding matters including attendance at case conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure that all records are kept securely, separate from the main pupil file and that safeguarding files are transferred to the new school or college as soon as possible when the pupil moves school
- develop and follow procedures where an allegation is made against a member of staff or volunteer
- ensure that safer recruitment practices are always followed.
- ensure that there are arrangements for reviewing the school's safeguarding policies and procedures, and the efficiency with which the related duties have been discharged
- ensure that **any** deficiencies in safeguarding arrangements are remedied without delay

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable,

secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but that he is valued and not to be blamed for *any* abuse that has occurred
- liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service
- ensuring that, where a pupil with a safeguarding plan leaves, his information is transferred to the new school immediately and that the child's social worker is informed.

Procedures and arrangements to implement these policy objectives are set out in the Annex.

## ANNEX 1: SAFEGUARDING PROCEDURES

The school is committed to acting always in the best interests of the child. We all have a statutory duty to ‘safeguard and promote the welfare of children’ by:

- protecting children from maltreatment;
- preventing the impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Pupils have the right to protection from abuse, neglect or exploitation. Staff must work towards fulfilling the school’s vision of providing a nurturing environment where each child is inspired to learn and discover his potential and to feel safe and secure amongst his peers and staff. It is essential that we maintain effective methods and systems to monitor and review the safety and welfare of pupils and staff.

### **Safeguarding Core Group**

*Designated Safeguarding Lead (DSL)*

*Deputy DSL*

*Nominated Governor (NG)*

*Chairman of Governors (CoG)*

Contact details are given below see page 12

The school will operate its policy in accordance with Westminster City Council’s inter-agency procedures. See London Child Protection Procedures (Updated 31 March 2021) a copy of which is available from: <https://www.londoncp.co.uk/>

### **Responsibilities of the Designated Safeguarding Lead (DSL)**

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding and child protection remains with the DSL. This responsibility cannot be delegated. During term time the DSL and/or a deputy will always be available (during school hours) for staff in the school to discuss **any** safeguarding concerns. They will be responsible for ensuring as far as is possible pupils’ safe use of IT with particular reference to on-line safety. The other broad areas of responsibility for the Designated Safeguarding Lead are:

#### *Promoting the welfare of children:*

They will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

#### *Managing referrals:*

They will refer all cases of suspected abuse to the local authority children's social care and the designated officer(s) for safeguarding (all cases which concern a staff member), the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or Police (cases where a crime may have been committed). They will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. They will keep detailed, accurate, secure written records of concerns and referrals.

#### *Training:*

Undertaking appropriate training carried out every two years in order to understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. They will need to have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so. In addition to the formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to the role.

They will also ensure that each member of staff has access to and understands the school's safeguarding policy and procedures, especially new and part time staff and, to the extent necessary, volunteers. They will ensure that staff have suitable training to be alert to the risks of radicalisation and will have sufficient training to be able to provide advice and support for others.

#### *Raising Awareness:*

The DSL will ensure the school's policies are known and used appropriately. They will ensure that the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with governors regarding this. They will ensure that the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this. They will link with the local LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding. Where children leave the school, they will ensure their safeguarding file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained.

In all of the above roles and responsibilities, the DSL and DDSL will, in such a manner as respects the appropriate confidentiality of the children and parents of the Choir School, liaise with Westminster Abbey's Safeguarding Officer to ensure that practices are as aligned across the Abbey as is possible and to benefit from the advice and expertise of that role.

### **Recruitment of Staff**

The school will operate safer recruitment procedures in accordance with guidance in Working Together to Safeguard Children (WTSC 2018) which will include reference to the Independent Safeguarding Authority (ISA), Disclosure and Barring Service (DBS) checks and compliance with Independent School Standards Regulations (ISSR) in order to ensure as far as is possible that staff are suitably qualified to care for children and that we deter and prevent people who are unsuitable to work with children from applying for or securing

employment or volunteering opportunities within the school. See the school's policy: [G16 Staff Recruitment and Selection](#) and the associated school guidance [S42 Recruitment of Staff Procedures](#). **Any** person whose services are no longer used because they are considered unsuitable to work with children will be reported to the DBS within one month of leaving the school. The school will seek assurance that appropriate safeguarding checks and procedures apply to staff employed by another organisation with whom its pupils are working.

### **Concerns about a Child**

If staff have concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the DSL to agree a course of action, although **any** staff member can make a referral to children's social care. As Children's social care assessments should consider where children are being harmed in contexts outside the home, it is important that as much information as possible is provided as part of the referral process. This will allow an assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#). Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Partnership. In the absence of the DSL, concerns should be referred to the Deputy DSL who has also been appropriately trained in inter-agency safeguarding work.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, they should be informed as soon as possible that a referral has been made. In borderline cases the DSL will seek guidance from the social services duty and assessment team (contact details given at the end of this annex). They may also consult the document [NPCC- When to call the police](#) and the flow diagram at page 22 of KCSIE 2022. On receiving a referral of a child deemed to be at risk the DSL will contact the Local Safeguarding Children Partnership (LSCP) for the Bi-Borough within 24 hours. This will be confirmed in writing within 48 hours of receiving the referral. (Contact details given at the end of the Annex) see also <https://www.londoncp.co.uk/>

If no response is received within this timescale, confirmation of receipt will be sought.

#### Early Help

Staff aim to identify children who may benefit from early help through discussions with one of the Designated Safeguarding Leads, with the aim of providing appropriate help and prevent concerns escalating. Staff may be required to support other agencies and professionals in an early help assessment or allowing access for CSC to conduct a section 17 or section 47 assessment if necessary.

Referral processes are also available when there are concerns about children who may be at risk of being drawn into terrorism. See: <https://www.gov.uk/government/publications/prevent-duty-guidance> especially paragraphs 57-76. Safeguarding is the responsibility of everyone and all staff have a duty to report to the DSL **any** behaviour that concerns them as showing signs of an inclination to extremism or radicalisation. Where deemed necessary the DSL may discuss matters with children's social care or they may refer the child through the government's Prevent Strategy to Channel. They may also contact the local police force to talk in confidence and get support and advice. Staff will be given training from the DSL in learning to recognise the risks of extremism and radicalisation. Similar advice is available from the DSL if staff or parents have any concern that a child may be the subject of sexual exploitation, however apparently



innocent, via the internet. See also the school's [Acceptable Use of the Internet Policy](#).

In an all-boys school, it is very unlikely that staff will be alerted to instances of female genital mutilation (FGM) but should staff become aware that a family member under the age of 18 might be a victim they are required by law to refer the concern to the DSL who will alert the police and involve children's social care as appropriate.

Definitions of safeguarding and abuse, and the possible signs and forms of abuse are outlined in Appendix 2 of this annex.

It is important to differentiate between safeguarding children who have suffered or are at risk of suffering serious harm and those who are in need of additional support from one or more agencies. The former will be reported to children's social care immediately; the latter will be referred via inter-agency assessment procedures, most commonly via a Common Assessment Framework (CAF) and Team around the Child (TAC) approaches. Where because of safeguarding or welfare needs a child needs the assistance of a social worker, the school will work with them to ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes; such a need for assistance will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Through staff training and regular communication, the school seeks an environment where staff feel able to make a referral via the DSL, and are thus supported in their key safeguarding role. KCSIE (2022) makes it clear, however, that **ANY** member of staff or indeed **any** concerned individual may make a referral direct to children's social care and the various contact details are provided at the end of this annex.

Where there is a safeguarding concern, the child's wishes and feelings will be taken into account when determining what action to take and what services to provide, this observing the principle that the best interests of the child will always be paramount.

### **Responding to Disclosure:**

- Ensure the child is safe and, if in distress, cared for.
- Reassure the child that you are taking them seriously, that they will be supported and kept safe, and that you are listening and want to help.
- Never give the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor make them feel ashamed for making a report.
- Let the child talk freely; do not interrupt.
- Keep questions open and to a minimum; do not ask leading questions.
- Never promise confidentiality.

### **Reporting and Recording Disclosures or concerns:**

- Report to the DSL, Deputy DSL or Nominated Governor.

- Record the date and time of the disclosure and put into some context how the child came to say what has happened / is happening.
- Record verbatim what the child said, as soon as possible after the disclosure; keep the record factual and objective. Time and date the report.
- Where there is visible bruising/injury; describe what you have seen and where on the child's body. Do not ask the child to remove clothing. If appropriate a photograph may be a helpful record.
- Describe your observations of the child, describing his emotional state and behaviour.
- Record a clear summary of **any** concern, follow up action, decisions and **any** outcomes.
- All information is confidential and once passed on to the DSL there is no right to further knowledge.

### **Pupils with SEND**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges as additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
  - children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing **any** signs;
  - communication barriers and difficulties in managing or reporting these challenges.
- Given this, reports of abuse involving children with SEND should involve liaison between the SENCO and DSL and consideration of the need for extra pastoral care

### **Abuse by one or more pupils against another – child-on-child**

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but is not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults or harassment,
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone 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 videos (also known as sexting or youth produced sexual imagery) or

- initiation/hazing type behaviour.

Staff should be clear as to the school's policy and procedures with regards to child-on-child abuse and they will be trained in how to handle a disclosure of abuse. (See KCSIE 2022 paragraph 156 et seq.). Staff are made aware of types of child-on-child abuse in staff meetings and through electronic communications though the year. We recognise "the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators' KCSIE) but that all child-on-child abuse is unacceptable and will be taken seriously" – it is equally possible between boys and the absence of reported cases does not mean that such abuse is not taking place, it may simply be that it is not being reported.

Abuse is abuse and will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up": a zero-tolerance approach is taken.

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

Is serious, and potentially a criminal offence

Could put pupils in the school at risk

Is violent

Involves pupils being forced to use drugs or alcohol

Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos

(Including the sharing of nudes and semi-nudes)

*Any* concerns or allegations of child-on-child abuse should be reported to and discussed with the DSL or DDSL. Staff witnessing or receiving an allegation should not investigate the matter but should make notes and pass these to the DSL who will store them securely and separate from the child's educational file. In the event of an allegation of abuse between pupils the DSL will make an immediate needs and risk assessment, which will be recorded, and will normally seek advice from the Westminster Multi Agency Safeguarding Hub (MASH) before responding formally.

Contact details for the MASH are given at the end of this annex. In most cases the clear guidelines set out in the anti-bullying policy will be followed, but further guidance is given in KCSIE (Part 5) and in the DfE document [sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](#) (Published 14 December 2017 & Last updated 1 September 2021). The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, such abuse will be referred to local agencies with a view to seeking early help. It is anticipated that in the event of a disclosure of pupil on pupil abuse, all children involved, whether perpetrator or victim, will be treated as being "at risk" and will be individually supported, usually with a personal staff mentor. It is understood that, as a boarding school, there is increased responsibility to manage sometimes intense personal relationships between peers. Boarding staff must be especially alert to this and such vigilance will be the most effective procedure for minimizing the risk of child-on-child abuse. Staff should also appreciate that children with special educational needs and /or disabilities may be especially vulnerable to child-on-child abuse. Pupils are not allowed mobile phones in school so the opportunity for sexting within school is limited, but advice is available for staff in dealing with the issue if it is suspected outside school: [SEXTING](#) (DfE Published 23 December 2020)

**Creating a supportive environment in school and minimising the risk of child-on-child abuse**

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

Challenge **any** form of derogatory or sexualised language such as using sexism or homophobic language or inappropriate behaviour between peers, including requesting or sending sexual images, and educating pupils about these areas in RSE lessons

Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

Ensure pupils are able to easily and confidently report abuse using our reporting systems as set out in our anti-Bullying policy (S22) and discussed in PSHE and assemblies

Ensure staff reassure victims that they are being taken seriously and that they can safely express their views and give feedback

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have **any** concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation and that LGBT children can be targeted by other children: in these circumstances having a trusted adult and being able to share their concerns is vital
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have **any** concerns

### **Arrangements for dealing with allegations of abuse against teachers, volunteers and other staff**

In the event of an allegation made against a member of staff, supply teacher or volunteer, that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in **any** capacity with children in the school the DSL will follow guidance from Part 4 of KCSIE. This will be the case where the allegation is that they have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

A quick resolution of an allegation is a priority for all concerned. All allegations must be reported straight away to the headmaster. If the headmaster is temporarily unavailable the report should be addressed immediately to the Chair of Governors. In addition, if an allegation is made to a member of staff concerning inappropriate behaviour by the Headmaster, that member of staff must report it immediately to the CoG without notifying the Headmaster first.

In all other cases the Headmaster will speak to the child/children involved, without in any way investigating the allegation; he will make notes and, if the allegation is not withdrawn, he will report it immediately to the CoG. The school will not undertake its own investigation of allegations without prior consultation with the Local Authority Designated Officer (LADO – now known simply as the ‘Designated Officer’) or in the most serious cases, the police, so as not to jeopardise statutory investigations.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police. In *any* event, the Designated Officer will be informed within one working day of all allegations that come to the school’s attention or that are made directly to the police.

Once a course of action has been agreed with the Designated Officer discussions will be recorded in writing and communication with both the individual and the parents/carers of the child/children agreed. The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Suspension will NOT be an automatic response. If the allegation is against a member of the resident staff, the school will normally provide accommodation away from the pupils while the matter is being dealt with by the Local Safeguarding Children’s Board (LSCB). There are restrictions on the reporting or publishing of allegations against teachers so the school will make every effort to maintain confidentiality and guard against unwanted publicity up until such time as the accused person is charged with an offence or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

The school will promptly report to the Disclosure and Barring Service (DBS) *any* person (whether employed, contracted, a volunteer or student) whose services are no longer used and for whom the DBS referral criteria are met. Even if a referral to DBS is not warranted, the CoG will consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed or would have been dismissed had he/they not resigned and a prohibition order may be appropriate. Guidance on what would warrant such a referral is available on the TRA website.

In the event of a substantiated allegation against a member of staff, the school will work with the Designated Officer to determine whether there are any improvements to be made to the school’s procedures or practice to help prevent similar events in the future.

**Low level concerns** about a staff member should also be reported to the DSL and the Head. If there are low-level concerns about a DSL, this should be reported to the Head or if the head is serving as DSL to the Chair of Governors. Staff should also self-refer to the DSL and the Head if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards. Low level concerns will be recorded by the DSL or DDSL and will include details of the concern, how the concern arose and the actions taken; records will be kept confidentially and enable any patterns that may emerge to be addressed.

### **Training**

All staff members will receive appropriate safeguarding training which is regularly updated. In addition to formal re-training sessions, they will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The DSL and Deputy DSL will undertake relevant training in safeguarding and inter-agency working at least every two years. All staff are given a copy of Part One of KCSIE (together with Annex B copy found in Appendix ) which they are required to read and signify that they have understood. New staff will additionally be given guidance on their responsibilities and a comprehensive talk as to how the school system operates. Details of that training are set out in the Staff Induction Policy (see

Appendix 1). Guidance will also be given to all staff to ensure as far as is possible that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, for example in one-to-one dealings with children. See also Policy, S34 Interaction with Pupils - Staff Guidance, S57 Code of conduct for school staff and Guidance for Safer Working Practice. Pupils will also be taught about safeguarding, including online safety, through a broad and balanced curriculum. This may include covering relevant issues through ICT, personal, social, health and economic education (PSHE), tutorials and/or through sex and relationship education (SRE). Boys will be advised what to do if they are worried about something or if they suspect that they or another boy is in *any* sort of danger. Opportunities will be made in Tutor or Form Circle Time to discuss *any* concerns boys may have. Senior boys are given a special briefing by the Headmaster as to their important role in safeguarding within the school.

### **Musical Tuition and Performance off Site**

Tuition will not normally be given off site, and where it is, parents will be responsible for all aspects on a private basis. It will be made clear that the school can accept no responsibility for making such arrangements unless school staff are engaged. An individual risk assessment will be made for any performances given outside Westminster Abbey and this will include arrangements for safeguarding. In all cases, school or Abbey staff will accompany pupils.

### **Missing Pupils**

In the event of a pupil going missing, the school will operate its Missing Pupils Policy which outlines exactly what would happen and who would be contacted at each stage of the process. *Any* pupil who goes missing on repeated occasions will be considered to be 'at risk' and the DSL will advise about appropriate support. If a pupil ceases to attend the school, before the child's name is re-classified on the admissions register, the Headmaster will satisfy himself that he has been officially registered at another school. If the Headmaster were unable to identify such a new school he will contact the local education authority in which the boy's parents live and the Tri-Borough to report the fact before adjustments to the register are made. See also guidance in the government's [CHILDREN MISSING EDUCATION](#)

### **Reporting**

It is the specific responsibility of every member of staff to report to the DSL, or to the Independent Schools Inspectorate (ISI), *any* concern or allegation about school practices or the behaviour of colleagues or pupils which is likely to put pupils at risk of abuse or other serious harm. Staff should rest assured that there would be neither retribution nor disciplinary action for such "whistleblowing" in good faith. See also the schools policy: S52 Whistleblowing

The member of staff reporting a concern will be asked to give a written account of the alleged incident. This will be kept as a record for possible future reference. It is understood that, should a member of staff simply wish to share a worry, or need simple advice on how best to deal with an incident, it is important to report such concerns however mild they may seem.

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.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call: 0800 028 0285 – A line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Recognising Child Abuse**

It is part of a teacher's responsibility to learn to recognise signs of abuse and to refer any such concerns to the DSL. Staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the

school and/or can occur between children outside of these environments; staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Staff will be given training to help them to fulfil this role. Appended to this Policy is a document entitled:

When to worry about a Child (Appendix 2). **Any** signs or symptoms of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. It is essential that teachers share their concerns with the DSL. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

### **Confidentiality and Information Sharing**

Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. However, all confidential issues relating to children and young people should be dealt with on a *need to know* basis. Therefore, only specifically relevant information should be passed on to the recipient, who in turn may not pass this information on to another individual, without consulting the informant.

The school will contact the previous school of new boys to ascertain whether there have been safeguarding concerns and the DSL will request copies of any relevant reports. Along with all other Safeguarding reports these will be kept securely and separately from personal files.

All information given by the child is confidential at all times and once a report is made any further action taken will not be disclosed to members of staff. Before a referral to Social Services is made, an assessment of disclosure will be carried out by the DSL who can seek advice from the lead officer for Safeguarding Schools & Social Care. If a child does not consent to the disclosure of information, then the DSL can override the duty of confidentiality in order to safeguard the welfare of the child. If appropriate, consent can be gained from the parent if this is deemed not to put the child at risk.

Only relevant members of staff in school need to know the details of concerns relating to a child in need i.e. the DSL, Form Teacher or Tutor, Matron and anyone involved in monitoring particular aspects of a child's behaviour. The boy concerned should also know which teachers/staff are in possession of what information, when it will be shared, why and with whom.

Staff and governors will have due regard to the relevant data protection principles, which allow one to process, share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

### **Parents**

In general, we believe that parents should be informed about **any** concerns regarding their children. It is important that we are honest and open in our dealings with them. However, concerns of this nature must be referred to the DSL, who will decide on the appropriate response. In a very few cases, it may not be right to inform parents of our concerns immediately as that action could prejudice any investigation or place the child at further risk. In such cases, advice will be sought from the Local Safeguarding Children Board (LSCB).

### **Monitoring a Child**

The DSL or, if a Common Assessment Framework (CAF) has been used, the Lead Professional will set a timescale for monitoring a child about whom a concern has been expressed (approximately half a term or 6–8 weeks). If no indicators are found or appear to develop, the monitoring will cease. If indicators and concerns continue, appropriate action will be taken and recorded. As part of good practice, parents/carers will be advised that their child is to be monitored and involved in the process as much as possible. If a child is on a Child Protection Plan information will be shared with the Social Services.

Any deficiencies or weaknesses identified in the school's safeguarding arrangements will be remedied without delay in consultation with the LADO / Children's Services. The LADO is able to provide advice and they presides over the investigation of **any** allegation or suspicion of abuse directed against anyone working in the school,

The Governing Body will undertake an annual review of the school's Safeguarding Policy and procedures and of the efficiency with which the related duties have been discharged. This will take the form of an annual report by the DSL and Headmaster to the Governors and scrutiny of the records and procedures by the Nominated Governor.



## **Useful Contact Details**

**Acting Designated Safeguarding Lead:** Chloe Marais tel 020 7654 4918  
[chloe.marais@westminster-abbey.org](mailto:chloe.marais@westminster-abbey.org)

**Deputy Designated Safeguarding Lead:** Mark Mitchell tel 07719553171  
[mark.mitchell@westminster-abbey.org](mailto:mark.mitchell@westminster-abbey.org)

**Governor Responsible for Safeguarding (Nominated Governor):** Robert Gullifer  
Contact: c/o New College School, Savile Road, Oxford, OX1 3UA tel 01865 285560 (07891 698171)  
[robert.gullifer@nw.ox.ac.uk](mailto:robert.gullifer@nw.ox.ac.uk)

**Chairman of Governors:** The Very Revd Dr David Hoyle tel: 020 7654 4802  
c/o The Chapter Office, 20, Dean's Yard, London SW1P 3PA

Westminster Abbey Safeguarding Lead: Dave Pate tel 020 7654 4877

**Disclosure and Barring Service:** PO Box 181, Darlington DL1 9FA (tel: 01325 953795)

**Westminster Social Services Duty & Assessment Team:** tel: 020 7641 6000

**Local Authority Designated Officer-Westminster & Kensington:**  
For case consultations or LADO referrals, contact the Duty Safeguarding Advisor in the first instance on  
Tel: 0207 641 7668 or email [LADO@westminster.gov.uk](mailto:LADO@westminster.gov.uk) .

**Local Safeguarding Children's Partnership (LSCP):** tel: 07739 315388  
2nd Floor, Kensington Town Hall, Hornton Street, London W8 7NX

**Westminster Multi Agency Safeguarding Hub (MASH)** 020 7641 4000

**Prevent Programme Manager, Westminster enquiries only:** Mark Chalmers  
Telephone: 020 7641 6032 or email: [mchalmers@westminster.gov.uk](mailto:mchalmers@westminster.gov.uk) (added)

**DfE helpline for non-emergency advice on extremism for staff and governors:**  
020 7340 7264 or email: [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

**Teaching Regulation Agency (Formerly NCTL):** Contact for reporting possible teacher misconduct:  
0207 593 5393 [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)  
or for general enquiries: 0370 000 2288  
<https://www.gov.uk/government/organisations/teaching-regulation-agency>

**Independent Schools Inspectorate:** Ground Floor, CAP House, 9-12 Long Lane, London EC1A 9HA;  
telephone 020 7600 0100

## APPENDIX 1: TRAINING FOR NEW STAFF AND VOLUNTEERS

(Also S45 Safeguarding - Induction Training)

### INTRODUCTION

In any school, safeguarding must always be the top priority. Every member of staff needs to be confident that they understand their role in keeping children safe, promoting the welfare of pupils, promoting equal opportunities and inclusion, and preventing bullying and harassment. Training is therefore crucial in raising awareness of potential safeguarding issues and in giving staff confidence to know how to respond in potentially difficult situations.

Every new member of the teaching and non-teaching staff, including new peripatetic musicians, is given such training. It is normally in the form of a session led by the DSL or Headmaster as Deputy Designated Safeguarding Lead (DDSL), and every effort will be made to hold such a session within the first week of a new member of staff arriving at the school. Similar training is offered to anyone else whose activities bring them into regular contact with children. All new employees of Holroyd Howe, the firm that runs our catering, are also given training in safeguarding. In addition, staff will be encouraged to take the online training provided by Educare and they will be given regular update training. The only adults who work or visit the school who are exempted from this requirement are:

- Occasional visitors, including occasional lecturers and contractors, who sign in and are given a security badge, who are escorted throughout their visit,
- Registered school inspectors whose credentials have been checked,
- Contractors working on a designated site that is physically separated from pupils, who are required to sign in and out at their site office and to wear security badges at all times,
- Contractors or other visitors working in the school when pupils are not present e.g. during the holidays.

The training involves guidance in handling safeguarding issues. Staff will be given a copy of the DfE's guidance document, **Part 1 and Annex B** of Keeping Children Safe in Education (KCSIE 2022) which they must read carefully and sign a declaration to that effect. The following notes highlight some of the most important principles and procedures.

### SAFEGUARDING OFFICER

The DSL has been trained for the demands of this role and they regularly attend courses with other child support agencies to ensure that they remains conversant with best practice and that our policies and procedures are current and follow that best practice. They receive refresher training at least every two years and they maintain close links with the Local Safeguarding Children Board (LSCB) for Kensington & Chelsea and Westminster. They report at least once a year to the governors on safeguarding issues. The Deputy DSL is similarly trained. The governor responsible for safeguarding issues (called the Nominated Governor) is Robert Gullifer.

## TOPICS COVERED IN THE INITIAL TRAINING

### 1. Our pupil welfare systems

- The Governors' formal consideration of safeguarding issues once a year, with day-to-day issues being delegated to Robert Gullifer, the Liaison or Nominated Governor for Safeguarding
- The roles of the senior leadership team and the DSL and Deputy DSL.
- The weekly pastoral meetings, which include all teaching and resident staff
- The regular monitoring arrangements by the form teachers, tutors and matrons
- The role of the Independent Listener
- The training in leadership given to senior pupils
- The role of Circle Time / PSHE / Tutor Periods
- The role of a counsellor (arranged through the GP practice)
- If applicable we will describe our arrangements for providing additional support for pupils with SEND and for whom English is an additional language.

### 2. The Framework for our safeguarding and anti-bullying policies

- Part I of Keeping Children Safe in Education (KCSIE) a copy of which is given to all staff
- School Safeguarding Policy
- Acceptable use of the internet and social networking sites (AUP Policy)
- Anti-bullying policy and procedure
- Behaviour policy and procedure
- Policy and procedure for arranging educational visits out of school (if applicable)
- Code of conduct for school staff
- Interaction with pupils – staff guidance
- Adults staying in boarding houses (if applicable)
- Photography
- Restraint
- Whistleblowing
- Missing Children

Attention will be drawn to all the above policies and new staff will be encouraged to familiarize themselves with them. Regularly updated copies are to be found on the Choir School Drive:

General Administration\Admin Docs\Policies\SCHOOL POLICIES

Teaching staff have a particular responsibility for supervising pupils and ensuring that they behave with consideration and good manners at all times but all staff need to be made aware of the school's policies in these areas. Of particular importance is online safety and staff are reminded of their important role in helping pupils in building positive relationships, identifying risks and keeping everyone safe.

### 3. Handling a disclosure of abuse

We draw on national guidance relating to safeguarding and protecting children; we note some of the signs of abuse, and the duties of staff, as well as the role of specialist agencies. We will explain our expectations of how staff should respond in difficult situations, and why they cannot promise confidentiality to a pupil. (See: S34 Interaction with Pupils - Staff Guidance.docx)

### 4. Visitors and Site Security

This covers the need for visitors to be signed in at Reception and to be escorted about the school.

### 5. Effective Record Keeping

Why effective record keeping matters and where and how records are kept.

## 6. Refresher Training

The session concludes with reminding staff that refresher training is given usually at three yearly intervals along with termly updates and by inviting all staff, governors and volunteers to certify in writing that they have completed and understood the training session.

Please sign and return to the Headmaster

## **SAFEGUARDING INDUCTION PROCEDURES in Westminster Abbey Choir School**

I \_\_\_\_\_ have attended an induction session on Safeguarding Procedures.

As a result, I have received a copy of KCSIE (Part 1 & Annex B) and I:

(a) am familiar with the following:

- (i) Anti-bullying policy (S22)
- (ii) Acceptable use of the Internet (AUP) and Online Safety policies (S18)
- (iii) Safeguarding policy (G11)
- (iv) Behaviour policy (G03)
- (v) Educational visits policy and procedures (S43)
- (vi) Interaction with pupils – staff guidance (S34)
- (vii) Code of conduct for school staff (S57)

(b) am aware of procedures for Safeguarding at Westminster Abbey Choir School.

(c) know that Chloe Marais is the Designated Safeguarding Lead (DSL) and that I can discuss any concerns that I may have with them. In their absence or alternatively I can consult the Deputy DSL, Mark Mitchell.

(d) know that further guidance, together with copies of the above policies are available on the Choir School drive.

(e) understand the responsibilities of staff in this area, and I have considered issues that may arise.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX 2: WHEN TO WORRY ABOUT A CHILD – DEFINITIONS AND POSSIBLE SIGNS OF ABUSE

### **Definitions**

#### **Types of abuse and neglect**

- 1. 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. 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.
- 2. 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.
- 3. 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.
- 4. Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 (see paragraph 32 -35 of KCSIE 2022 & Child-on-child abuse above).
- 5. 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **Other definitions**

**6. Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism. Persons may be susceptible to extremist ideology in many different ways and in many different settings. Staff must have regard to the legal duty to prevent children from being drawn into terrorism.

**7. Children Missing Education (CME)** All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of an underlying safeguarding risk and to help prevent the risks of a child going missing in future.

**8. Domestic Abuse (DA)**

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.

**9. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)** are forms of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

The Department for Education has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol.

As a school we encourage and are alert to the benefits of early intervention, mentoring, vertical tutor groups, form time and learning support and where appropriate, the use external specialist support for individual pupils. Staff, in consultation with parents, may also make a referral to Child and Adolescent Mental Health Services (CAMHS).

## Serious Violence

All staff should be aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include:

- Increased absence from school
- Change in friendships or relationships with older individuals
- Decline in performance
- Signs of self harm or change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts.

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

It's not always obvious when a child is being abused. Types of abuse may overlap with one another. KCSIE highlights the fact that abuse can take place wholly online, or that technology may be used to facilitate offline abuse. There may be specific signs or your instinct may tell you something is wrong. Experts can use these indicators to assess how at risk a child is, no matter how small or seemingly insignificant your concern. Below are some of the more common issues and signs.

### **Worrying signs in a child's behaviour**

Being emotionally withdrawn or aggressive are just two signs that NSPCC Helpline advisors think about when they take a call about a child. They are not a sure-fire way of identifying children who have been badly treated but they may indicate some form of abuse or neglect. Staff should refer to the DfE publication *What to do if you are worried a child is being abused* – Advice for practitioners and the NSPCC website for more information.

#### **Does the child seem 'normal' for their age?**

Every child is different. They have their own needs and develop at their own pace. But when you look at them alongside others of a similar age, do they appear to behave as you would expect? If they seem noticeably younger – socially, or in the language they use – or if they seem much older for their age, for example in terms of their sexual behaviour, that may be as a result of an unhealthy relationship with someone.

#### **Do they seem emotionally or socially withdrawn?**

Some children are naturally shy. But there's a difference between shyness and being emotionally withdrawn. Children who are emotionally withdrawn have real, chronic trouble expressing how they feel to an adult or to another child. They may refuse to do so, and even go out of their way to avoid talking to or being with others. If a child is emotionally withdrawn, they may be trying to cope with very strong feelings and/or dealing with a powerful distrust of other people.

#### **Are they unusually aggressive?**

Is a child often very aggressive, whether physically or in the words they use? They may have been influenced to believe that this is normal behaviour. They may have witnessed violence at home or elsewhere in their life, or feel the need to protect themselves from something.

#### **Are there signs that they may be potential targets for extremism or radicalisation?**

There is no one way of identifying an individual who is likely to be susceptible to terrorist ideology. However, many studies show that radicalisation often occurs as young people search for identity, meaning and community. Are



there signs of patterns of behaviour that would suggest that a child is engaged, is intent on causing harm or is capable of committing violence.

## **Worrying signs in a child's physical appearance**

Signs of being hurt or dirty are just a couple of concerns that NSPCC Helpline advisors consider when they take a call about a child. They are not a sure-fire way of identifying children who have been badly treated, but they may indicate some form of abuse or neglect.

### **Does the child seem dirty or smelly?**

A child can easily become dirty, when they play sport for example. But if they often seem unclean or smelly for no clear reason, it could be that they are not being given the chance to get clean. Their clothes may not be washed regularly and they may even be denied the chance to have a bath or shower.

### **Are they bruised or cut in any way?**

It's not currently illegal to smack a child but it is against the law to hit them in a way that leaves *any* lasting mark or **causes injury**. It goes without saying that a parent or carer should never hurt their child in *any* way, especially if it leaves cuts or bruises on their skin.

## **Worrying signs in a child's home environment**

### **Is the child left at home by themselves?**

There is no law regarding the minimum age that a child can be left home alone – but it is an offence if doing so leaves them in danger. So there are many things to consider when you notice a child at home by themselves. Assessors will think about their age and maturity, as well as **how long and how often the child is left alone**. For example, a child under the age of 12 is probably not able to cope by themselves in an emergency. Whilst it might be fine to leave a 16-year-old alone for an evening, it would not be right for them to be left alone for a week.

### **Are they left out late at night?**

It's a normal, healthy part of growing up for a child to play outside with other children and, depending upon their age, with a limited amount of adult supervision. But if left by themselves after what might be considered too long or at a time when they should normally be at home or in bed; they may not be getting the care they need.

### **Are there unexplained periods of absence from school?**

Might the family have had an unexplained trip abroad which could suggest issues of exploitation. Staff should be alert to the possibility of radicalisation, or indeed of a sister being subjected to FGM.

### **Is their home clean and tidy?**

It's natural for busy family homes to be untidy or in need of a clean sometimes. But if it is extremely untidy or often very dirty, a child's health and wellbeing may be at risk. If the family cannot cope with these tasks then they may not be making sure their child is clean or properly fed.

## **Worrying signs in a family relationship**

### **Does the child spend time with their family?**

If a child rarely spends time with their family, they may be trying to avoid a situation in which they could be hurt in some way. Or a parent or carer may be failing to properly care for their needs.

### **Do they seem to have a good relationship?**

When seen together, does the child appear comfortable with their parents, carers or other family members? Do they seem to get along? If the child seems very uncomfortable or nervous, they may feel afraid of being

too close to a family member. If you see a child acting aggressively towards a member of their family, it may be because they feel the need to distance themselves. It's natural for families to argue now and again. But if you see or hear the child being shouted at violently, or being hit, it's important to act to protect them.

### General Symptoms

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self-inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Material taken from NSPCC and KCSIE

## APPENDIX 3: GUIDANCE ON DEALING WITH SAFEGUARDING ISSUES AND ADVICE ON STAFF INTERACTION WITH PUPILS

### **If a Pupil reports Abuse**

Pupils who have a problem are encouraged to speak to an adult whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details are given in the booklet, "Guidance Notes for Pupils", a copy of which is given to each boy annually). If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the DSL with a written account of what has transpired as a matter of urgency.

All staff should be aware that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL).

If a pupil decides to speak to a member of staff about the fact that either he, or a pupil known to him, is being bullied, harassed or abused, the member of staff should:

- React professionally, and remember that in the case of possible abuse (s)he is not carrying out an investigation, (which is a task for specialists),
- Take what the child says seriously and calmly without becoming emotionally involved,
- Make it clear why unconditional confidentiality cannot be offered,
- Explain that *any* adult member of staff is obliged to inform the DSL, if safeguarding issues are involved, in order that specialist help can be arranged.
- Encourage the pupil to speak directly to the DSL if the matter is sufficiently serious,
- Explain that only those who have a professional "need to know" will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse,
- Reassure the child that he was right to tell, and that he is not to blame for having being bullied or abused,
- Allow the child to tell his own story, without asking detailed or leading questions,
- If the matter concerns child-on-child bullying, explain how the school anti-bullying policy works and what the next steps will be,
- Record what has been said as soon as is possible including the time and date at which the record was made. Sign and date a print-out of the record.
- If the matter concerns serious safeguarding, inform the DSL as soon as possible - at least by the end of the morning/afternoon session of that day. If the DSL is unavailable, inform the deputy DSL.
- Inform the Headmaster (if ever different from the DSL) immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the school, or on a school trip. (If the Headmaster is unavailable – or is involved - the Chairman of Governors should be told immediately rather than referring to the deputy DSL).

Where there are evident signs of physical injury that may (or may not) be the result of abuse or bullying, medical help should be summoned. In serious cases, the Police should be informed from the outset. For detailed guidance see the full Safeguarding Policy above.

### **Role of School Medical Staff**

Health professionals operate within their own professional guidelines, which include an obligation to refer cases of abuse to the DSL.

### **Whistleblowing**

If a teacher or member of staff has concerns about the behaviour of another member of staff (including supply staff and volunteers) towards a pupil, he or they must report it at once to the Headmaster. *Any* concern will be investigated. If there is evidence of criminal activity, the Police will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. A member of staff who uses the whistle-blowing procedure is entitled to have their name protected from being disclosed by the Headmaster to the alleged perpetrator, without his/her prior approval. However, it has to be recognised that their evidence may be required by the Police to be used in any criminal proceedings. See also the policy: [S52 WHISTLEBLOWING](#). If as a result of any investigation into safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children, a person in regulated activity is dismissed or removed, or would have been had they not resigned, a referral to the Disclosure and Barring Service (DBS) will be made.

### ***Promoting Awareness of Safeguarding and Wellbeing***

Our curriculum and pastoral systems, enhanced by the form and tutor systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that pupils relate well to one another and feel safe and comfortable within the school. We expect all teaching and medical staff to lead by example, and to play a full part in promoting an awareness (that is appropriate to their age) amongst the pupils on issues relating to health, safety and well-being. All staff, including non-teaching staff, have an important role in insisting that pupils adhere to the standards of behaviour set out in the behaviour policy and in enforcing our anti-bullying policy. Resident house staff have a particularly important role to play.

Time is allocated in PSHE classes, in tutor groups and in Form time for discussions as to what constitutes appropriate behaviour and why bullying and lack of respect for others is never right. Assemblies, drama and RS lessons are used to promote tolerance and mutual respect and understanding. The ICT curriculum teaches boys about the unacceptability of cyber bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside school.

### **Role of Senior Pupils**

All boys in Form V are given basic leadership training as part of the PSHE programme that includes making sure that the younger pupils are kept safe, and guidance on the appropriate action that they should take if they discover that a pupil is being bullied or abused.

## **SPECIFIC GUIDANCE FOR STAFF ON INTERACTION WITH PUPILS**

While it is vital that staff develop positive relationships with the pupils in their care, they need to ensure that their behaviour does not inadvertently lay them open to allegations of unprofessionalism or even abuse. They need to be seen to treat all pupils professionally and with respect.

### **Physical Proximity**

It is sensible to try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental or singing lesson/rehearsal or in a personal tutorial etc, it is good practice to ensure that others are within earshot, that the room in which they are meeting is not so private that no one else is likely to use it and it should have windows that allow others to see in. Where possible, a gap should be maintained between teacher and child at all times.

Pupils should not be picked up (unless medically necessary or being restrained), nor should they be allowed to sit on a member of staff's lap. They should be gently discouraged from hugging school staff, though matrons may consider that there are occasions when such comfort is appropriate and professionally sound. **Any** physical contact should be the minimum required for care, instruction or restraint. This is also relevant in singing lessons, Alexander Technique lessons or other instrumental lessons when a degree of physical contact may be necessary. The teacher should always ensure that the child feels comfortable with the physical contact. For example, they should say something like, "Do you mind if I touch you here....?" The teacher must ensure that such contact does not ever breach professional boundaries.

Staff should avoid taking one pupil on his own in a car. An obvious exception to this would be an emergency visit to hospital, for example, but even in these circumstances staff should be healthily wary of putting themselves in a situation that could be misinterpreted.

In a small and personal school such as this it is very easy for staff and boys to get to know one another very well indeed. That is just as it should be but staff must always keep a professional distance. They should avoid **any** suggestion of showing favouritism and they must maintain the demeanour of a responsible adult professional rather than that of an equal or friend.

Staff accommodation in 3B Dean's Yard is strictly out of bounds to pupils and no member of staff should share sleeping accommodation with pupils or invite them to their home alone.

The Headmaster may on occasion invite groups of pupils (but never a lone pupil) into his study, dining room, sitting room or kitchen in 4DY, but boys will never be allowed to enter the private accommodation upstairs.

**See also Policies:** [S49 ADULTS STAYING IN BOARDING HOUSES](#); [S57 CODE OF CONDUCT FOR SCHOOL STAFF](#)

### **Communication with Pupils**

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message, social networking site or personal email. For their own safety, they should maintain this professional distance even after a pupil has left the school, while he is still of school age. Staff may of course use the school email system to communicate with pupils for matters relating to school. The Group Leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her. Except in cases of emergency, a school mobile phone should be used for any contact with pupils that may be necessary. If pupils' personal mobile phones have been used, the Group Leader will delete any record of their numbers at the end of the trip or visit.

### **Physical Restraint**

**Any** physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the headmaster. See also [S41 RESTRAINT](#)

### **Photography**

Parents have given consent to their child's photograph being used in external news or publicity material for the Choir School or the Abbey. It is the School's policy not to use a photograph and a name together, except in those publications distributed internally and to parents. In special circumstances where it is appropriate to provide a photograph and identify a particular pupil by name externally, the school will first seek consent from parents.

It is permissible for staff to take photographs of pupils engaged in *bona fide* school activities for the purposes of record keeping and for display around the school. Staff are not permitted to store images of pupils on personal computers, phones, cameras or other electronic devices. **Any** photographs of school pupils taken on such personal recording equipment must be either deleted or transferred permanently as soon as possible to the school's database. The use of cameras on mobile phones is not allowed in washing and changing areas, or in the dormitories, nor should photography be used in a manner that may offend or cause upset. The misuse of cameras in a way that breaches our anti-bullying policy is always taken seriously and may be the subject of disciplinary procedures. The school expressly prohibits the use of images of the school or its pupils on **any** external website (other than the school's or Abbey's own) such as YouTube, Twitter, Facebook, Flickr etc. See also [S48 USE AND STORAGE OF IMAGES](#)

## **APPENDIX 4: ONLINE-LEARNING ADDENDUM**

There may be times during the academic year when the school, a class or individual boys may have a period of working at home being taught online. This appendix offers guidance in such circumstances.

This addendum to the Safeguarding Policy is to be read in conjunction with the following Policies whose provisions inform and govern the school's online learning activities and provision:

S18: Acceptable Internet Use

S22: Anti-Bullying Policy (Complete)

S23: Bullying for all Pupils

S48: Use and Storage of Images

S69: Online Safety Policy

### **Reporting concerns**

All staff must continue to act on *any* concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

The DSL will continue to be available to anyone who has a concern about safeguarding as per the details on page 12. If they are unavailable, the Deputy DSL may be contacted. One of the DSL and Deputy DSL will be contactable at all times that online teaching is taking place.

If a pupil feels that they have been subject to online bullying or child-on-child abuse they should follow the procedures set out on pages 8 & 9 of this policy and in the school's policies on Bullying (S22 & S23).

### **Attendance**

A daily register will still be taken each morning and staff will keep records of boys' attendance at timetabled lessons, informing the school office if a boy does not attend an online session. The school will liaise closely with parents in relation to attendance and ask for their cooperation by ensuring that *any* illness preventing online attendance is communicated to the school.

### **Teaching and Learning**

Teaching will only be conducted by employees of Westminster Abbey who are in possession of a DBS certificate in accordance with the provisions of the wider safeguarding policy.

Teaching will be carried out both online and independently in pupils' homes. Where online provision is made, this will be carried out on Microsoft Teams only unless the situation has been notified to and approved by the Headmaster and DSL.

### **Ratios & contact**

With the exception of music & speech lessons, teaching will not ordinarily be carried out on a one to one basis. In guided academic lessons some short 1:1 assistance may be given on occasion. All lessons will be initiated by a member of Abbey staff via MS Teams and never by a pupil.

### **Recording of lessons**

With the consent of parents, not unreasonably to be withheld, WACS employees may record lessons conducted on a one to one basis for the purposes of monitoring and safeguarding. These will not as a matter of course be shared with pupils or their parents but retained for the purpose of ensuring pupils' safety. These files will be held on the MS Teams systems on the Abbey's servers. All staff will be contacted to give their consent to this element of the policy so as to comply with the personal data provisions of GDPR. Files stored on the Abbey's servers will be deleted at the end of the term following that during which they were created.

### **Remote teaching lead**

The Headmaster will be responsible for the timetabling and supervision of online teaching and will

communicate relevant appointments to teachers and pupils. The Headmaster and DSL will be able to log in to any teaching session being conducted on MS Teams whether on an ad hoc basis or in response to any concern that may be raised.

### **E-mail Communication between Staff and Pupils & Generally**

E-mail communication between staff and pupils will only be permitted via the Abbey e-mail addresses of the staff and the Abbey e-mail addresses of pupils. These will either end with @westminster-abbey.org or school.westminster-abbey.org . Communication between parents and staff will be between Abbey e-mail addresses and those already held or subsequently notified to and verified by WACS. E-mail communication can and will be monitored by authorised members of the IT department and WACS Safeguarding Officers to keep oversight of content and participation in teaching and learning. All e-mails are filtered by the Abbey's Mimecast filtering system. Boys are only able to send e-mails to Abbey e-mail addresses and those added to a Safe Senders list (parents & guardians and such other parties as are approved by WACS).

### **Where?**

If the member of staff is teaching from home they are to teach from a study or other daytime room. Pupils attending a Teams session must be in a public part of their home and only in exceptional circumstances be in their bedroom, this will have been agreed by the Headmaster and DSL

### **How – online behaviour?**

Staff teaching on Teams must be dressed professionally as they would ordinarily be in WACS. Pupils are to be dressed smartly but casually. Pupils and staff are to observe the same standards of behaviour and professionalism as if they were teaching within the precincts of Westminster Abbey and as set out in the school's other policies. Specifically, the School will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of child-on-child abuse. Staff will continue to act on **any** concerns they have immediately – about both children attending **any** school setting and those continuing their education at home.

### **Mental Health**

The school will continue to offer emotional support to the boys although this will be less easy than usual. The School's Independent Listener, Mrs Streeting, whose details are posted around school and will be forwarded to parents separately from this document.

When setting expectations for pupils learning remotely and not attending school, staff will bear in mind both children's and adults' mental health and regularly review the provision being made and how the children are adjusting to it.

Particularly, staff will be alert to signs of boys' mental health being affected by online learning by looking for indicators such as:

- Boys not completing assigned work or logging on to school systems
- There being no contact from children or families
- Boys seeming more withdrawn during **any** class check-ins or video calls

### **Online Safety**

It is perhaps more important than ever that parents are aware of the potential risks to children online and the importance of staying safe online. The school will keep children informed about what their timetable is and which parts of it are to be conducted online, including what sites they will be using and who they will be interacting with from the school.

Should parents need additional support to keep their children safe online, please contact the Headmaster. A good site in relation to online safety is <https://www.internetmatters.org/parental-controls/>



# **APPENDIX 5 – KCSIE Annexe B**

Additional forms of abuse covered in KSCIE Annexe B

All staff should read this annexe and be aware of the signs for these types of abuse.

Child abduction and community safety incidents  
Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)  
County lines  
Children and the court system  
Children missing from education  
Children with family members in prison  
Cybercrime  
Domestic abuse  
Homelessness  
Mental health  
Modern Slavery and the National Referral Mechanism  
Preventing radicalisation  
The Prevent duty  
Channel  
Sexual violence and sexual harassment between children in schools and colleges  
Serious Violence  
FGM  
Forced marriage

Further information is listed below in Annex B from KCSIE 2022

## 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](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://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 in 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 CSE and CCE 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 and are subsequently found in areas away from their home
- have been the victim or 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 missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and 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, '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's or college's unauthorised absence and children missing from 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 introduces 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 8AM to 1PM, 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, and education.

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<sup>147</sup> 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.

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

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

**Extremism**<sup>148</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation**<sup>149</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism**<sup>150</sup> 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

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<sup>147</sup>Public 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.

<sup>148</sup> As defined in the Government's Counter Extremism Strategy <https://www.gov.uk/government/publications/counter-extremism-strategy>.

<sup>149</sup> As defined in the Revised Prevent Duty Guidance for England and Wales.

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

<sup>150</sup> As defined in the Terrorism Act 2000 (TACT 2000)

<http://www.legislation.gov.uk/ukpga/2000/11/contents>

cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are [possible indicators](#) that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff 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.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at [Radicalisation and Extremism - Examples and Behavioural Traits \(educateagainsthate.com\)](#)

## **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard"<sup>151</sup> to the need to prevent people from being drawn into terrorism".<sup>152</sup> 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 schools should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves with the [Prevent duty guidance: for further education institutions in England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

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<sup>151</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into

terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>152</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The school's 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 vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

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.

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

## Additional support

The Department has published further advice for schools 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 teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts

the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings 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 [ETF Online Learning environment](#) 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 have 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 this guidance.

### 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.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 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**<sup>153</sup> 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

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<sup>153</sup> 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).

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.<sup>154</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s 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.

## **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 (pages 75-80 of which focus 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 -](#)

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<sup>154</sup> 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.

[GOV.UK \(www.gov.uk\)](http://www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk).

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

[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 [Child missing from home or care](#) - DfE statutory guidance

[Children and adults missing 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

[Trafficking: safeguarding children](#) - DfE and Home Office guidance

[Care of unaccompanied and trafficked children](#) – 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

## **Confidentiality**

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

## **Drugs**

[Drug strategy 2021](#) - Home Office strategy

[Information and advice on 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](#) provide 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](#) is 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](#) provide tips, advice, guides and other resources to help keep children safe online

### **Online safety- 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](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents

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

[Internet Matters](#) provide 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

[Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation

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

[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

[#Ask the awkward](#) – Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

## **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 advice

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

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

## **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 Faithful 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.

[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](#) - Provide and signpost 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

[ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

[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 provides 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.

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

[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.

[Contextual Safeguarding Network – Beyond Referrals - Schools](#) leavers for addressing HSB in schools.

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**

NCA CEOP [Thinkuknow](#): Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to [support positive sexual behaviour](#)