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Policy reviewed: October 2023
Policy review date: October 2024
Designated SLT Link: Julian Young
Archway School has a duty to monitor the operation and effectiveness of policies. Designated authority: Governors' Curriculum, Welfare & Standards Committee



Safeguarding Children (Child Protection) Policy

Archway School fully recognises its responsibilities for safeguarding children. Our policy applies to all staff, governors and other people working in the school.

Aims

Archway school wants all students to feel safe and to know what to do and who to speak to if they don't feel safe. We want to encourage all students to have high self-esteem, confidence, and the opportunity to make and keep friends. As a school we will provide a nurturing environment where communication processes are clear, open, and honest. This will enable students to feel they can share any concerns and be taken seriously.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board (GSCB).

Procedures

We will:

- Ensure that students know there are adults in the school who can be approached and trusted.
- Acknowledge that the development of positive relationships between staff and students is central to providing a protective environment.
- Treat all disclosures in confidence, only sharing on a need-to-know basis.
- Work with and support children and families who are at risk or vulnerable.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for Safeguarding and Early Help by setting out its obligations on the school website.
- DSL or DDSL will log and inform relevant staff after receiving an operation encompass notification of experienced or witness domestic violence.
- Include in the PSHE (Personal, Social and Health Education) curriculum activities and opportunities for students to develop the skills they need to recognise and stay safe from all forms of abuse and neglect and radicalisation
- Include in the curriculum, material to help students prepare for adult life, particularly with regard to healthy relationships, childcare, parenting skills, safeguarding and staying safe online
- Ensure all staff have knowledge of how to report a safeguarding concern via CPOMs.
- Ensure all staff and volunteers understand their responsibility in being alert to signs of: children being abused (including peer on peer abuse), child on child sexual violence and sexual harassment, neglect, children missing from education, children being sexually exploited, children at risk of female genital mutilation and children at risk of radicalisation. Staff and volunteers will refer any concerns to the DSL or DDSL, who will refer to the Children and Families Helpdesk and follow the Child Protection process. Where a child is in immediate danger or risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral
- The Designated Safeguarding Lead (DSL) will keep clear and concise records of any concerns about students on CPOMs, even when there is no need to make an immediate referral and ensure all records are kept securely, separate from the main student file and in locked locations.
- Support students in accordance with the relevant Child Protection Plan (CPP) ensuring that the

student understands when behaviour is unacceptable, the reason for the plan and that they are valued and not to be blamed for any abuse which has occurred. Attend Child Protection Conferences and Core Group Meetings and liaise with other agencies that support the student

- Notify the relevant social worker if there is an unexplained absence of more than two days of a student who has a CPP.
- Ensure that when a student who has a CPP leaves, their information is transferred to the new school/setting immediately and that the student's social worker is informed.
- Ensure that there is a trained designated safeguarding lead who is a member of SLT to co-ordinate Safeguarding matters and that every member of staff and the governing body knows that person's name. This person will ensure that all staff are fully informed about Safeguarding Procedures and 'Early Help' systems at least annually and as necessary. The DSLs will undertake interagency training and update course every two years, with knowledge and skills updated at regular intervals, but at least annually.
- Ensure that there is a nominated governor responsible for Safeguarding who has received appropriate training.
- Always practise safe recruitment in accordance with the school's Appointment Policy in checking the suitability of all staff and volunteers to work with students. A member of the interviewing panel will always have had National College of School Leadership (NCSL) accredited recruitment training.
- Provide all new and temporary staff with a copy of the Safeguarding Policy and Procedures as part of their induction in the first 7 days of employment.
- Refer to the Head Teacher where an allegation is made against a member of staff or volunteer, including supply or agency workers, contractors, or governors.
- Refer any allegations concerning the Head Teacher to the Chair of Governors who will liaise with the Local Authority
- Ensure all staff have read Part 1 of Keeping Children safe in Education and signed to say they have read it.
- Ensure all staff are familiar with the code of Conduct for Staff at Archway School (Guidance for safer working practice) and signed to say they have read it.
- Ensure all staff have child protection and e safety training updated as appropriate.
- Appropriate internet filters and monitoring systems are in place to protect pupils from potentially harmful and/or inappropriate online material.

Archway School has a duty to monitor the effectiveness of its Safeguarding Children’s Policy within the school. The operation and effectiveness of the policy will be monitored by the Governors’ Curriculum, Welfare and Standards Committee at least annually, and ensure the safeguarding policy and offer of early help is on the school website.

The designated member of staff is currently Mr Julian Young (SLT).

The nominated safeguarding governor is currently Mr Martin Ansell;

Deputy lead is Barnes Clutterbuck

This policy should be read in conjunction with the Code of Conduct for staff at Archway School (Guidance for safer working practice) and Part 1 of Keeping Children Safe in Education (DfE 2022) and Working Together to Safeguard Children (DfE 2018).

Responsibilities	Further References	
Headteacher Senior Leadership Team Heads of Department and Key Stage All teaching and support staff	Protecting Children Update LA guidelines Appendix - school guidelines GSCB “Safeguarding Children Alert” (Gloucestershire Safeguarding Children Board) see attached appendix County Escalation Policy School Prospectus Student Planners	School Appointments Policy Antibullying Policy Physical Intervention Policy Equality Policy Health and Safety Policy Substance Misuse and Medicines Policy Internet Usage Policy Supporting Students at School with Medical Conditions Policy Whistleblowing Policy

APPENDIX 1 – Safeguarding (Child Protection) at Archway

1. The Designated Safeguarding Leads (DSLs)

At Archway the DSLs are as follows:

- DSL (Designated Safeguarding Lead) Mr J Young, Assistant Head (Student Welfare and Guidance) julianyoung@archwayschool.net
- DDSL (Deputy Designated Safeguarding Leads)

Lisa Harrell and Debbie Chapman Heads of Year 7

Lisaharrell@archwayschool.net

Debbiechapman@archwayschool.net

Liz Stuart Brown Head of Years 8 and 9

Lizstuartbrown@archwayschool.net

Louise Tierney Head of Years 10 and 11

Louisetierney@archwayschool.net

- Other staff have completed Level 3 safeguarding training and can act as DDSL jesslee@archwayschool.net, Mariakeitch@archwayschool.net, Leejohnson@archwayschool.net, clareweaver@archwayschool.net, Lisacarter@archwayschool.net and Sallydawson@archwayschool.net

Managing referrals

- Refer all cases of suspected abuse to the local authority children’s social care team and to the Police (cases where a crime may have been committed).
- Liaise with the head teacher and inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 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.

- Ensure effective records are kept in regard to safeguarding matters including keeping written records of concerns about students, even when there is no need to refer the matter immediately ('watching brief'). Ensure all records are kept securely; separate from the student main files in a locked cupboard.

Ensuring their own knowledge of safeguarding issues and procedures are up-to-date.

- The school's designated and deputy safeguarding leads receive appropriate annual training through the GSCB DSL Forums. Multi-agency training is also undertaken every two years in order to carry out their roles. The DSL has a job description in place so that he is clear about the roles and responsibilities. DSLs and DDSLs are also required to attend whole service CP/safeguarding updates every 3 years as well as participate in the annual (internal) CP/safeguarding updates. Additional online training is undertaken as advised by the GSCB.

Raising Awareness and encouraging ongoing vigilance:

- The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads should ensure the safeguarding policy and associated policies and procedures are known by all staff and used appropriately.
- Ensure that, working with the Governing Body, the schools safeguarding policy is reviewed annually and that the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made.

Link with the local GSCB to make sure staff are aware of training opportunities and the latest local policies and guidance on safeguarding.

- Where students leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file.
- Organising child protection induction, and update training, for all school staff within the requisite timescales.
- Providing, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSLs, and by all staff and management committee members; number and type of incidents/cases, and number of students on the child protection register (anonymised).

2. The Governing Body

Governing Bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The nominated governing body member for child protection is: Mr Martin Ansell

The responsibilities placed on governing bodies include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of students are identified.
- Ensuring that an effective safeguarding policy is in place, together with a staff behaviour policy.
- Appointing a designated safeguarding lead who should undergo child protection training at least annually. (Deputy Designated Safeguarding Leads should be trained to the same standard).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Making sure that students are taught about how to keep themselves safe.

Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of students, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.

3. Prevention and Supporting Students

We recognise that our school plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults and an ethos of protection. Archway staff and the Governing Body also recognise that because of the day to day contact with students, staff are well placed to observe the outward signs of abuse or other issues impacting a student (e.g. self-harm, low self-esteem, low mood). The school community will therefore:

- Work to establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with students e.g. through the school council, student questionnaires , involvement in anti-bullying week, student and staff circles and other such events.
- Ensure that all students know there is an adult in school whom they can approach if they are worried or in difficulty.
- Provide opportunities across the curriculum, including in the curriculum (explicit SMSC/PSHE/SRE topics), which equip students with the skills they need to stay safe from harm and know whom they should turn to for help (e.g. telephone helplines). In particular this will include anti-bullying work, e- safety, and child exploitation.
- Include opportunities in the curriculum to prepare for public exams and transitions. These can be a time of great anxiety so considering additional emotional support for young people is important (offer of early help) to keep students safe. Encouraging self-esteem and assertiveness through the curriculum whilst not condoning aggression or bullying.
- Liaising and working with all other services and agencies involved in safeguarding or supporting students where appropriate.
- Seeking early help for young people when concerns become apparent or notifying social care (via the Children's Helpdesk) as soon as there is a significant concern.

Archway's context and prevention:

Our pastoral team are always on hand to listen to students who appear low in mood or ask for help. The students are all aware of the role which the Student Support team play and can speak with them as need requires.

Staff also recognise that students who have been 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. Archway may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum.
- The School ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school Teaching and Learning Policy which is aimed at supporting all students including vulnerable students in the school. School will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as social care, CAMHS, Families First Team, Education, Entitlement and Inclusion Team (EEI Team) and Educational Psychology Service.
- Ensuring that, where a student who has a child protection plan leaves, their information is transferred to the new school immediately and that the student's social worker is informed.

4. Safe School, Safe Staff (GSCB guidance)

- Archway follows the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Education to:
- Ensure we have a Designated Safeguarding Lead (DSL) and DDSLs (Deputy Designated Safeguarding Leads) who have received appropriate training and support for this role and a job description for their role in place.
- Ensure we have a designated teacher for CIC (Children in Care) and that this person is

- appropriately trained.
- Ensure we have a nominated Governing Body member responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governors know the name of the designated senior staff responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection (or taking immediate action if appropriate).
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on our school website.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a student who has a Child Protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about students, even where there is no need to refer the matter immediately.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- Ensure that all staff have read and understood this policy and part 1 and Annex A (Further Information) of Keeping Children Safe in Education (2023).
- Ensure that organisations that are using school facilities have safeguarding standards and checks in place.

Training to support this:

- All staff will have at least annual training on safeguarding and child protection updates through INSET days and whole school meetings. All staff will receive mandatory whole-service safeguarding children training (every 3 years as advised by Gloucestershire Safeguarding Children Board), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.
- The Designated Safeguarding Lead delivers an annual update to all staff on safeguarding and child protection matters.
- Additional training opportunities are offered as the opportunities arise.
- Safeguarding and child protection matters are an agenda item for the curriculum and standards Governors' Committee meetings, SLT meetings and whole staff meetings to ensure ongoing informal training, support and discussion occurs keeping the profile raised on safeguarding matters.
- All new staff receive safeguarding induction training within their first 7 days.
- All temporary staff, volunteers or agency staff receive a School safeguarding quick reference guide on day 1. They are also given access to a copy of this child protection policy and procedures as well as the staff code of conduct on day 1.
- The Head teacher receives e-mails alerts from GSCB and if/when appropriate these are shared with staff at the earliest opportunity.

5. Responsibilities of all Staff

- a) All members of staff (and volunteers) must be familiar with, and constantly mindful of, the content of the following documents:
- The school safeguarding policy and procedures (this document)
 - 'Keeping Children Safe in Education: information for all school and college staff' (DfE 2023)
 - 'Guidance for safer working practice for adults who work with children and young people'

The above documents are given to staff and volunteers on induction and staff sign to say that they have read and received them. Other useful information, including the Safeguarding Children

Handbook published by the Gloucestershire Safeguarding Children's Board (GSCB), can be found online at www.gscb.org.uk. Staff should be aware of this website.

At Archway we all work together and all take responsibility for safeguarding.

- b) All staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the students in the school. In doing so they should seek advice and support as necessary from the DSL/DDSLS and other senior staff members.
- c) All Staff are expected to provide a safe and caring environment in which students can develop the confidence to voice ideas, feelings and opinions. Students should be treated with respect within a framework of agreed and understood behaviour.

All staff are also expected to:

- Undertake and engage with regular training on Child Protection and safeguarding. This includes safeguarding induction training, GSCB whole service child protection training every three years, annual safeguarding update training and online training as well as any additional training as directed by the Head Teacher or DSL.
- Be able to identify signs and symptoms of abuse
- Be able to identify students who may be in need of extra help or at risk of significant harm.
- Be able to support social workers in making decisions.
- Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members as appropriate. In the case of any concerns about the Head/DSL this should be reported to Mr Martin Ansell (nominated safeguarding champion on the governing body).
- In the case of FGM (Female Genital Mutilation) a member of staff must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL).
- Know how to make referrals to the children's helpdesk (if/when appropriate)
- Be aware of school's procedures and guidelines for safeguarding.
- Monitor and report as required on the welfare, attendance and progress of all students.
- Keep clear, dated, factual and confidential records of child protection concerns and share these with the DSL/DDSLS.
- Respond appropriately to disclosures from students (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).
- Be aware not to look at images on any students' phones and to pass concerns onto the safeguarding team.

6. The Child Protection Referral Process

Details of GSCB website and the Gloucestershire referral process can be found in the live handbook through the website (in the safeguarding children in education section').

The GSCB (Gloucestershire Safeguarding Children's Board) website sets out all of the child protection referral processes and also all of the relevant forms. This is a live website and is regularly updated so should not be printed (www.gscb.org.uk).

If a member of staff thinks a child or young person is at immediate risk of significant harm they should contact the Children's Helpdesk on: 01452 426565 or in an emergency always call 999. Do not wait to discuss this with the DSL/DDSLS but do report it afterwards.

In general the following process applies:

1. A member of staff should raise any concern with their line-manager or one of the DSLs or DDSLS verbally.
The concern should be logged via CPOMs possible next steps discussed.
2. The DSL/DDSLS may discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate to the children's helpdesk or social care or

whether there are alternative ways of addressing their concerns. The DSL/DDSL should refer to the levels of intervention guidance on the GSCB website and also the Levels of intervention windscreen also on the website.

3.
 - a) In the case of where a member of staff thinks a child or young person is at immediate risk of significant harm they should always contact the children's helpdesk on 01452 426565 or in an emergency always call 999.
 - b) In some cases the concern will be logged but no further action taken at the time. The DSL/DDSL will ensure there is a 'watching brief' to make sure that no further concerns arise. Any further concerns will be discussed and this process followed again from the beginning.
 - c) For some concerns an offer of 'early help' might be made to the family or young person to assist in making sure the issue or concern doesn't grow any greater.
 - d) It may be decided that a referral to social care or the children's helpdesk is appropriate.
4. Staff should then discuss concerns with parents/carers of the child and explain what steps they will take next (if this does not put the child at further risk or affect a police investigation).
5.
 - a) If a referral is made to the children's helpdesk basic information is given. School will then be asked to complete a MARF (Multi Agency Referral Form). This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.
 - b) In the case of a referral direct to social care a MARF should also be completed. If accepted the referral will lead to an Initial Assessment to determine whether there is suspected actual harm or likely significant harm. The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 10 days of referral):
 - Child in need of services (section 17) Section 17 services are required when there are health or development concerns. These are determined through a core assessment and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.
 - Child in need of Protection. A Section 47 enquiry is required when it is judged there is suspected actual harm or likely significant harm to the child - the case is then passed onto the Children and Families Team. A core assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.

Supporting Staff

We recognise that staff working in school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

7. Confidentiality

What is shared or not shared and in which circumstances:

- All staff recognise that all matters relating to child protection are confidential.
- Child protection concerns and records are kept in a confidential file in a locked cupboard.
- The DSL or DDSLs will only disclose information about a child to other members of staff or other professionals on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the student's or another person's safety or wellbeing.
- We will always undertake to share our intention to refer a student to Social Care with their parents /carers unless to do so could put the student at greater risk of harm, or impede a criminal

investigation.

- We will ensure that any student currently with a child protection plan who is absent from lessons without explanation for two days is referred to their Social Care Team.
- Staff will co-operate as required with enquiries from relevant agencies regarding child protection matters including attending at child protection conferences and core group meetings.

8. Multi-agency Working

Archway is committed to developing effective partnership working with relevant agencies in the best interest of students. Effective multi-agency working and communication helps to safeguard young people.

Children on Child Protection Plans

We fully support students, and families, who have a child protection plan in place. Archway has good links with outside agencies involved with families and co-operate as required by them. The DSL, or appropriate member of staff, attends child protection conferences and core groups. School will notify the relevant social worker if there is an unexplained absence of more than two days of a student who has a child protection plan.

Children in Care (CIC) in response to the views of Gloucestershire Children in Care they are no longer called LAC (Looked after Children). All documentation is being changed to Children in Care across the county. Staff, working with Children in Care, understand their responsibility for keeping CIC safe; the care arrangements for the student and the role of the virtual school. CIC champion (Mr J Young) will make contact with the virtual school each time we have a Child in Care referred to the service.

9. Safer Recruitment and Safer Working Practices

Safer Recruitment

Safer recruitment is a vital aspect of child protection. Wherever possible references are taken up before interviews and safer recruitment practice is followed in full. In line with government guidance at least one NCSL accredited recruiter is on all interview panels and involved in the complete selection process. No member of staff or volunteer in a regulated activity will be left alone with students until the DBS check has been completed.

Safer Working Practices

The guidance for safer working practice for adults who work with students and young people in education settings can be found on the GSCB website in the safeguarding in education section. A copy is given to all members of staff who sign to say they have read it. NSPCC also complete Safer Recruitment Training.

Accredited recruiters

- Mrs K Young
- Mr D Salmon
- Miss R O'Bryan
- Mrs H Morgan
- Mr J Young
- Mr K Smith
- Mrs M Keitch

10. Allegations Against Staff / Whistle-blowing / Allegations Management

All staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a student, parent or other professional may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with students, the member of staff receiving the allegation or

aware of the information, will immediately inform the Head teacher. The Head on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). If the allegation made to a member of staff concerns the Head Teacher the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO as above, without notifying the Head first. Archway will follow the GSCB procedures for managing allegations against staff. Under no circumstances will we send a student home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO. Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of the LADO and HR in making this decision. In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governing Body with advice from HR and LADO.

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

If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per the behaviour policy.

Whistle-blowing

Archway has as a separate whistle-blowing policy which all members of staff are aware of. We all understand our duty to protect students and our responsibility to ensure unsuitable behaviour is reported and managed using the Allegations Management procedures. These can be found in the whistle-blowing policy and on the GSCB website stated at the top of this policy.

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body or to the GSCB helpline.

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

11. Related Policies and Specific Safeguarding Issues

Safeguarding and child protection is at the core of all that we do in Archway and therefore relates to all policies. There are particularly important links between this child protection policy and the safer recruitment policy, staff handbook, whistle-blowing policy, anti-bullying policy, Health and Safety policy, staff ICT acceptable use policy, Offsite Visits Policy, Data Protection Policy and the PSHE / SMSC curriculum.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our students both physically within the school environment, and when away from the school and when undertaking trips and visits.

Anti-Bullying (including cyber-bullying)

Our School policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms of bullying including peer on peer, e.g. cyber, racist, homophobic, transphobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that students with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of any bullying incidents.

Racist Incidents

Archway School works proactively to prevent such incidents, records any such incidents and responds to them through our Behaviour policy.

12. School Trips, Visits and Journeys

Archway has formally adopted, through its Governing Body, the Gloucestershire model policy for Offsite Visits. Safeguarding is a critical part of all offsite visits and journeys. Governing Body has delegated the consideration and approval of offsite visits and activities to Mrs K Young (Deputy Headteacher).

Staff must discuss any potential off-site visit plans with Mrs K Young on all occasions. No trips or visits will go ahead without all of the correct paperwork, procedures and arrangements being in place and approved by Mrs Young. Please refer to the Offsite Visits Policy for full details.

13. Specific Safeguarding Issues and Archway Offer of Early Help

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. Within Gloucestershire the Early Help Partnership is co-ordinated by Families First Plus but all organisations working with children and young people should view themselves as part of the Early Help Partnership.

The co-ordinated Archway offer of early help is outlined in the table below. We believe that early interventions for students or families, in many cases, will prevent students from experiencing harm. Archway offer a number of early preventative measures. In particular we have a counsellor, school nurse, Education Welfare Officer and Learning mentors who are able to work with students or families who are struggling with a range of difficulties or sign-post them on to other appropriate agencies or organisations.

Expert and professional organisations are best placed to provide up-to-date guidance support and intervention on specific safeguarding issues when and if they arise. School will refer to appropriate agencies when help is required to support children, young people or families or to prevent harm.

All staff must be aware of the offer of early help. At all times all staff should consider if there is any offer of early help that we can make in order to help a student thrive. The GSCB 'continuum of need' windscreen is an important diagram to keep in mind for all students.

<http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols> (select 'levels of intervention'). A copy of the GSCB 'continuum of need' windscreen is in Appendix 5.

Our aim is to help students and families as early as possible when issues arise: 'the right help at the right time to stop any issues getting worse'. Early help is an approach not necessarily an action. It includes prevention education as well as intervention where necessary or appropriate. In some cases immediate urgent action might be necessary if a child or young person is at risk of immediate harm.

Archway Offer of Early Help	
<p>Universal source of help for all families in Gloucestershire: Gloucestershire Family Information Service (FIS)</p>	<p>Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families. They can help link parents up with other organisations that might be able to help or provide the information themselves e.g. parents could ask them about holiday clubs for your children across Gloucestershire.</p> <p>Contact the FIS by emailing: familyinfo@gloucestershire.gov.uk or telephone: (0800) 542 0202 or (01452) 427362. FIS also have a website which has a wealth of information to support many issues such as childcare and support for children with disabilities. https://www.glosfamiliesdirectory.org.uk/</p>
<p>GSCB (Gloucestershire Safeguarding Children's Board) website</p>	<p>Gloucestershire Safeguarding Children Partnership Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>
<p>Archway universal support for all students and families</p>	<p>All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction. Parents can either telephone or talk directly with the staff.</p>
<p>Archway's PSHE/SRE/SMSC/ICT/Citizenship Curriculum</p>	<p><i>Archway provides PSHE (Personal Social Health Education), SRE (Sex and Relationships Education) and SMSC (Spiritual Moral Social and Cultural) Education through a range of subject areas including SPACE, Religious Studies, Science and assemblies/tutor times. This comprehensive GHES Wellbeing curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Where students have specific issues that need discussing or addressing we will make their wellbeing curriculum bespoke to them. Other specific topics helping students stay safe covered within the wellbeing curriculum include (age appropriate content):</i></p> <p>Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of students from different types of families (e.g. same sex parents); avoiding anti-gay derogatory language; Gender identity - there isn't such a thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions or no religion.</p> <p>Drugs: Alcohol, Smoking and illegal drugs.</p> <p>Keeping Safe and online safety: E-safety (e.g. Facebook and internet); personal safety (out and about); How to respond to an emergency; Sexting - what is it, is it illegal and how to take control and stay safe. Appropriate assertiveness. How to stay safe from radicalisation and extremism, staying safe from teenage relationship abuse and other safeguarding issues.</p>

	<p>Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/ mental health problems? What are the signs someone is struggling? What makes you feel good; How to look after your own emotional well-being; Personal strength and self-esteem; Stress management; Self-harm and suicide prevention. Learning to be happy!</p> <p>Relationships: How to make and maintain friendship; family relationships; different types of families; abusive relationships</p> <p>Healthy Living: Taking responsibility for managing your own health.</p>
	<p>Importance of sleep: The main components of healthy living (diet, exercise and wellbeing); Focus on breakfast; Managing health and wellbeing when you are unwell (making sure you take your medicine when you should, have the right perspective, doing what you can do within the limitations of your health condition.)</p>
Home-school support	All of our Early Help is offered in partnership with parents/carers.
E-safety (Online Safety)	E-safety is a key part of the ongoing (SPACE/ICT) curriculum. PACE (Parents Against Child Exploitation) UK is a useful website to engage parents with e-safety issues. www.paceuk.info
Bullying (including cyber-bullying)/child death/suicide/prevention	All Gloucestershire schools including Archway are committed to tackling bullying. We want to know immediately if there are any issues with bullying at school so that it can be addressed. It could be that bullying is related to a child's home or school. School can also offer bespoke lessons on anti-bullying for anyone who has suffered bullying to encourage behaviours that might avert it in the future (e.g. assertiveness) or to boost self-esteem. We have access to a series of teaching resources produced by the Gloucestershire healthy living and Learning Team (www.gdll.org.uk) to support this. In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999. Other sources of help and advice are: www.gscb.org.uk (Gloucestershire Safeguarding Children's Board) and http://www.bullying.co.uk/ Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied. Education about and prevention of bullying is an integral part of the ethos of Archway School.

<p>Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment</p>	<p>Within Gloucestershire, Targeted Support Teams provide multi-agency support for children and families. A phone call to discuss a possible referral is helpful before making written referral. School actively refer when appropriate:</p> <p>Families First Team:</p> <p>Gloucester: gloucesterearlyhelp@gloucestershire.gov.uk Tel:01452 328076</p> <p>Stroud: stroudearlyhelp@gloucestershire.gov.uk Tel: 01452 328130</p> <p>Tewkesbury: tewkesburyearlyhelp@gloucestershire.gov.uk Tel: 01452 328 250;</p> <p>Cotswold: cotswoldearlyhelp@gloucestershire.gov.uk Tel: 01452 328101;</p> <p>Forest of Dean: forestofdeanearlyhelp@gloucestershire.gov.uk Tel: 01452 328048;</p> <p>Cheltenham: cheltenhamearlyhelp@gloucestershire.gov.uk Tel: 01452 328161.</p> <p>These teams are made up of the following professionals Early Help co-ordinators; Community Lead Professional – disabled and young people; Inclusion Co-ordinator; Community Social Worker; Family Support Workers. They all work together from one base so that they can recognise and respond to local needs and act as a focal point for co-ordinating support for vulnerable children, young people and their families.</p>
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	<p>Support provided includes: Support for school and community based lead professionals working with children and families through the My Plan/My Plan + process; Collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community; Work in partnership to support children with special educational needs in school; Advice and guidance from a social work perspective on a 'discussion in principle basis' ; Support children with disabilities and their families to access activities and meet specific needs; Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.</p> <p>Youth Support Team (YST) (also part of the Early Help Partnership)</p> <p>The Youth Support Team provide a range of services for vulnerable young people aged between 11 - 19 (and up to 25 for young people with special needs), including:</p> <ul style="list-style-type: none"> • Youth offending • Looked after children • Care leaver's support services (for those aged 16+) • Early intervention and prevention service for 11 - 19 year olds • Support for young people with learning difficulties and/or disabilities • Positive activities for young people with disabilities • Support with housing and homelessness • Help and support to tackle substance misuse problems and other health issues • Support into education, training and employment • Support for teenage parents <p>For General Enquiries: T: 01452 426900 E: info.glos@prospects.co.uk</p> <p>To make a referral: T: 01452 427923 E: fasttrackteam@prospects.co.uk</p>
Drug concerns	<p>www.infobuzz.co.uk: InfoBuzz provides individual targeted support around drugs & emotional health issues, development of personal & social skills, and information & support around substance misuse. Drugs education is covered in the school curriculum.</p>
Mental health concerns	<ul style="list-style-type: none"> • www.onyourmindglos.nhs.uk – a newly launched website by Gloucestershire as part of the Future in Mind Programme. This website is useful for young people, parents and professionals in terms of help with mental health issues and where to go for help. • Referral to the school nurse may be appropriate. • Referral to CAMHS our own Primary Mental Health Consultant or the student's GP. • For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). In an emergency call 999 or 111. <p>CAMHS Practitioner advice line (for professionals to call) tel: 01452 894272</p>

<p>Child Sexual exploitation (CSE)</p> <p><i>Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol or gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation is marked out by an imbalance of power in a relationship. It can take many forms ranging from seemingly ‘consensual’ relationships to serious organised crime by gangs and groups.</i></p>	<p>CSE screening tool (can be located on the GSCB website): https://www.gscb.org.uk/media/13943/final-screening-tool-guidance-mar-17.pdf</p> <p>This should be completed if CSE suspected. Clear information about Warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at www.gscb.org. https://www.gloucestershire.gov.uk/gscp</p> <p>Referrals should be made to Gloucestershire social care and the Gloucestershire Police.</p> <p>Gloucestershire Police CSE Team: The CSE team sits within the Public Protection Bureau Single agency team (Police) 01242 276846</p> <p>All referrals to go to the Central Referral Unit 01242 247999</p> <p>Further information PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info</p>
<p>Domestic violence</p>	<p>The GSCB (Gloucestershire Safeguarding Children’s board) have published a Domestic Abuse pathway for educational settings which is on the GSCB website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship then the usual procedures should be followed and a referral made to the children’s helpdesk (tel: 01452 426565). The response will vary according to the age of the young person so that the appropriate agencies are involved.</p> <p>Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk</p> <p>MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.</p>
<p>Teenage relationship abuse</p>	<p>Please see comment about the Domestic abuse pathway for educational settings above (in domestic violence section). www.gov.uk for Home Office ‘teachers guide to violence and abuse in teenage relationships.’ All violence or suspected violence should be reported the police and/or social care as appropriate. GDASS (Gloucestershire Domestic Abuse Support Service) can be referred to for support including:</p> <ul style="list-style-type: none"> • Young person’s GDASS leaflet. • Lead GHLL Teacher for advice and support with curriculum

	<p>resources (tel: 01452 427208)</p> <ul style="list-style-type: none"> • Gloucestershire Take a Stand – www.glostakeastand.com • Holly Gazzard Trust (local charity) – support worker. <p>Prevention: Resources used in the L4L and the www.ghll.org (PINK Curriculum), with students are the ‘Teenage Relationship Abuse’ and ‘Give and Get’ (about consent) curriculum resources.</p>
Fabricated and induced illness (FII)	<p>http://www.nhs.uk/Conditions/Fabricated-or-induced-illness for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy.</p>
Faith abuse	<p>Child abuse linked to faith or belief: national action plan - GOV.UK (www.gov.uk) for copy of DfE document ‘national action plan to tackle child abuse linked to faith or belief.’ Judith Knight; Diocese of Gloucester Head of Safeguarding/faith abuse contact: jknight@glosdioc.org.uk. For other faith groups contact Jane Bee (GCC LADO).</p>
Female genital mutilation (FGM)	<p>http://www.nhs.uk/Conditions/female-genital-mutilation for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care. E-learning package- http://www.fgmelearning.co.uk/ for interested staff or professionals (free home office e-learning) Posters/leaflets on FGM shared with staff and students.</p>
Forced marriage	<p>SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire is Acting DI Jo Mercurio (Gloucestershire Constabulary, Public Protection Bureau). UK Forced Marriage Unit fm@fco.gov.uk Telephone: 020 7008 0151 Call 999 (police) in an emergency. www.gov.uk/stop-forced-marriage for information on Forced Marriage. Visit Home Office website to undertake Forced Marriage e-learning package https://www.gov.uk/forced-marriage. GSCB one day Awareness training delivered by Infobuzz www.gscb.org.uk Please see ‘Multi-Agency Practice Guidelines- Handling cases of Forced Marriage’ for more information and detail: https://www.gov.uk/forcedmarriage. <i>All practitioners must be aware of this, that is they may only have <u>one chance</u> to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.</i> Prevention Freedom Charity- Aneeta Prem ‘But it’s not fair’ book. A book for teenagers looking at forced marriage from the point of view of school friends of the girl who went to India and didn’t come back. This book promotes discussion.</p>
Gangs and youth violence	<p>Contact the Avenger Task Force/Inspector Neil Smith (Gloucestershire Police tel: 101). A task force set up to identify potential gang members as vulnerable individuals and potential victims and aims to help them.</p>
	<p>Prevention: PSHE curriculum – self-esteem & identity, law & order and considering impact of violence on communities.</p>

Gender-based violence/violence against women and girls (WAWG)	www.gov.uk – home office policy document, ‘Ending violence against women and girls in the UK’ (June 2014). FGM (Female Genital Mutilation) is violence against women and girls. Hope House SARC (Sexual Assault Referral Centre): 01452 754390 Gloucestershire Rape and Sexual Abuse Centre (GRASAC): 01452 526770
Honour based violence (HBV)	The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The ‘Honour Network Help line’: 0800 5 999 247 Inspector John Lynch-Warden is the Gloucestershire Police contact for honour based violence.
Private fostering	http://www.gloucestershire.gov.uk/privatefostering Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children & Families Helpdesk on 01452 426565 or Gloucestershire Private Fostering Social Worker 01452 427874 . A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more , by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).
Radicalisation	Gloucestershire Constabulary: 101 and Jane Bee (LADO) Anti-Terrorist Hotline: 0800 789321 See Appendix 2 for further information on radicalisation. Prevention: Archway teaches traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs. All teachers recently undertook on-line prevent training.
Sexting	Information about Sexting can be found at www.gscb.org.uk including a ‘ Managing Sexting incidents ’ factsheet NSPCC website). https://www.nspcc.org.uk/ Gloucestershire Police have a small sexual exploitation team. School beat officer to offer material in school to students
Trafficking	Serious crime which must be reported to Jane Bee (Gloucestershire LADO) and the Gloucestershire Police. Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn’t have to include people, children or young people being moved great distances. <i>See Appendix 2 for further information on Trafficking.</i>
Children who run away (missing persons/ missing children) / Child Missing from Home or Care	PC Christina Pfister (Missing persons Coordinator Gloucestershire Police). Tel: 101 (Gloucestershire Police). GSCB Missing Children Protocol http://www.gscb.org.uk : <i>Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care.</i>

	<p><u>ASTRA (Gloucestershire):</u> The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across Gloucestershire. The project provides support, advice and information to young people up to eighteen years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions To Running Away. Freephone Telephone number: 0800-389-4992 EXCLUSIVELY for young people who have run away and have no money. All other callers are asked to use the 'ordinary' number (tel: 01452 541599).</p>
<p>CME (Children missing education)</p> <p>A child missing from education is a potential indicator of abuse or neglect. Keeping Children Safe in Education (July 2016) has further information on CME</p>	<p>Anyone concerned that a child is missing education (CME) can make a referral to the Education Entitlement and Inclusion team (EEI) at Gloucestershire County Council. Tel: 01452 426960/427360.</p> <p>Children Missing Education (CME) refers to 'any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks'. CME also includes those children who are missing (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either has not taken up an allocated school place as expected, or has 10 or more days of continuous absence from school without explanation, or left school suddenly and the destination is unknown. Anyone concerned that a child is missing education (CME) can make a referral to the Education Performance and Inclusion (EPI) team at Gloucestershire County Council. Tel: 01452 426960/427360. It is the responsibility of the EPI team, on behalf of the Local Authority (LA), to: Collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS). The EPI Team will also liaise with partner agencies and other LAs and schools across Britain to track students who may be missing education and ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed.</p>

Other sources of help and information in Gloucestershire

Gloucestershire MAPPAs (Multi-Agency Public Protection Arrangements) are a set of arrangements to manage the risk posed by the most serious sexual and violent offenders (MAPPAs-eligible offenders) under the provisions of sections 325 to 327B of the Criminal Justice Act 2003. They should be contacted without delay if there is any concern is reported about a serious sexual or violent offender. (Contact Bernie Kinsella – Chair of MAPPAs – detective chief superintendent – Gloucestershire Constabulary – Tel: 101)

14. Conclusion

Safeguarding children is an issue that has to be a priority that underpins all the work we do at Archway and as such will be reflected in all our documentation and any new policies and

procedures that are agreed, as well as being reflected in our day to day practice.

APPENDIX 2 - What school and college staff should look out for

Early help

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

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

Abuse and neglect

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

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

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

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

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy. Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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.

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.

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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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. Safeguarding issues.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Below are some safeguarding issues all staff should be aware of. Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B. Child-on-child abuse

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

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos. For further information about sexual violence see Part 5 and Annex B.
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Child Criminal Exploitation (CCE) Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims. For further information about sexual harassment see Part 5 and Annex B. UKCIS guidance: Sharing nudes and semi-nudes advice for education settings For further information about ‘upskirting’ see Annex B. despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Child Sexual Exploitation (CSE) CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by

penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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

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

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

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Serious violence All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in 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.