

# The Engineering Development Trust

## Safeguarding Policy

February 2020

### Contents

#### Contents

Contents.....	1
The Engineering Development Trust Policy Statement .....	2
The Engineering Development Trust’s Safeguarding Policy .....	3
Different types of abuse .....	5
Ways that abuse might be brought to your attention .....	8
Logging an incident or disclosure .....	8
Allegations against staff.....	9
Helping a child in immediate danger or in need of emergency medical attention .....	10
The Prevent Duty and 4 British Values .....	11
The 4 British Values.....	11
What to do if you have a concern about a child? .....	13
Appendix 1 – Disclosure Form.....	14
Appendix 2– Local safeguarding children’s boards for each of the areas where our offices are based .....	14
Appendix 3- Keeping Children Safe In Education .....	15

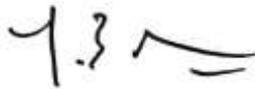
This Policy is reviewed annually, and was last reviewed on 24 February 2020

## The Engineering Development Trust Policy Statement

The Engineering Development Trust (EDT) works to promote the study of STEAM (Science, Technology, Engineering, The Arts, and Maths) amongst young people. The aim of this policy is to ensure that young people attending our activities are well protected and that procedures are in place to safeguard their welfare. This policy works in conjunction with EDT's related policies contained in the Staff Handbook.

A child is defined as a person under the age of 18 (The Children Act 1989). EDT believes that children and young people should never experience abuse of any kind and that all children and young people should receive the protection and support they need. EDT has a responsibility to provide safe experiences, free from harm, exploitation and abuse, where children have their rights protected. This is the responsibility of everyone working for, or on behalf of EDT, whether paid or unpaid, and we proactively encourage and support our partners to do the same regarding safeguarding children.

Our approach to safeguarding is led from the very top with a Designated Lead Trustee for Safeguarding. A Designated Safeguarding Lead (DSL) and Deputy are appointed from the Senior Management Team and they have received relevant safeguarding training to the appropriate level. Together the group takes the strategic lead on safeguarding within EDT and is responsible for developing and reviewing EDT's safeguarding policies and through their implementation, ensuring that EDT meets its legal and moral obligations. Importantly, the group makes sure that safeguarding is embedded across all areas of our organisation so that everyone is clear about EDT's commitment and responsibility to safeguard young people.



Signed: \_\_\_\_\_

Nick Buckland, OBE  
EDT Chair of Trustees

Julie Feest  
EDT Chief Executive Officer

## The Engineering Development Trust's Safeguarding Policy

This policy applies to all staff, including senior managers and the Board of Trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of The Engineering Development Trust.

Delivery partners to note:

Delivery partners will use their own policies but should check that these at least meet the standards of EDT's policies.

### Policy Summary

- Staff and volunteers must report all safeguarding concerns
- All safeguarding concerns raised will be responded to sensitively, promptly and managed appropriately
- Staff and volunteers will all receive appropriate training and instruction on safeguarding best practice
- All staff and volunteers in contact with young people will have appropriate DBS/PVG checks and recruited responsibly

The purpose of this policy:

- to protect children and young people who receive The Engineering Development Trust's services. A child is defined as a person under the age of 18 (The Children Act 1989)
- to provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection;
- The Engineering Development Trust believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to work in a way that protects them.

EDT recognises that:

- The welfare of the child is paramount, as enshrined in the Children Act 1989 and the Childcare Act 2006.
- All children and young people regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Some children and young people are additionally vulnerable or have additional or other needs, because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children and young, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- valuing them, listening to them and respecting them
- appointing a Designated Safeguarding Officer (DSL) for children and young people, deputies and a lead board member for safeguarding
- providing training for Board members, EDT employees, temporary and

- casual staff, volunteers and others who work for or on behalf of EDT.
- holding and monitoring a detailed central training record and carrying out an annual audit to ensure that everyone has received the appropriate Safeguarding training.
  - promoting effective safeguarding practices through developing, implementing and reviewing complementary EDT policies contained in the Staff Handbook, such as:
    - Section 9: Disciplinary Procedure
    - Section 11: Ethics and “Whistle Blowing”
    - Section 16.2: Anti-bullying procedure
    - Section 18: Social media code of conduct
  - recruiting and inducting staff and volunteers safely, ensuring all necessary checks are made
  - recording and storing information professionally and securely
  - using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
  - ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

Child protection means protecting a child from abuse or neglect. Where there are concerns about harm, abuse or neglect, these must be shared with the relevant agencies. If a member of staff or volunteer has concerns that abuse or neglect could be taking place or a disclosure is made, there is a clear reporting process within EDT to ensure appropriate decisions are made and relevant agencies are informed if necessary. See chart p8.

Some children and young people can be at increased risk of neglect or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens or who have a high level of tolerance in respect of neglect.

Special consideration and attention should be given to children who are:

- Disabled or have special educational needs
- Looked After Children (i.e. in care)
- Living in a chaotic or dysfunctional household
- Affected by parental substance misuse or parent criminality
- Asylum seekers
- Living away from home
- Vulnerable to being bullied/engaged in bullying
- Living in transient lifestyles
- Living in neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in prostitution or child trafficking
- Do not have English as a first language

## Different types of abuse

**Physical abuse** is violence causing injury or occurring regularly during childhood. It happens when:

- a child is hurt or injured by being hit, shaken, squeezed, thrown, burned, scalded, bitten or cut
- someone tries to drown or suffocate a child
- someone gives a child poison, alcohol or inappropriate drugs
- someone fabricates the symptoms of, or deliberately induces, illness in a child.

In some cases, the injuries will be caused deliberately. In others they may be accidental but caused by the child being knowingly put at risk.

**Sexual abuse** occurs when someone uses power or control to involve a child in sexual activity to gratify the abuser's own sexual, emotional or financial needs or desires. It may include:

- forcing or enticing a child to take part in sexual activities, whether the child is aware of what is happening
- encouraging children to behave in sexually inappropriate ways
- showing children pornographic material or involving them in the production of such material
- involving children in watching other people's sexual activity or in inappropriate discussions about sexual matters.

**Emotional abuse** is persistent or severe emotional ill-treatment of a child that is likely to cause serious harm to his/her development. It may include:

- persistently denying the child love and affection
- regularly making the child feel frightened by shouts, threats or any other means
- hurting another person or a pet in order to distress a child
- being so over-protective towards the child that he/she is unable to develop or lead a normal life
- exploiting or corrupting a child, e.g. by involving him/her in illegal behaviour
- conveying to a child the message that he/she is worthless, unlovable, inadequate, or his/her only value is to meet the needs of another person. This may or may not include racist, homophobic or other forms of abuse.

**Neglect** involves persistently failing to meet a child's physical, psychological or emotional needs. It may include:

- failing to ensure that a child's basic needs for food, shelter, clothing, health care, hygiene and education are met
- failing to provide appropriate supervision to keep a child out of danger. This includes lack of supervision of activities or leaving a child alone in the house.

**Child sexual exploitation (CSE)** is a type of sexual abuse. Young people in exploitative situations and relationships receive things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities. It may include:

- young people being tricked into believing they're in a loving,

consensual relationship. They often trust their abuser and don't understand that they're being abused.

- they may depend on their abuser or be too scared to tell anyone what's happening.
- they might be invited to parties and given drugs and alcohol before being sexually exploited.
- they can also be groomed and exploited online.
- some children and young people are trafficked into or within the UK for sexual exploitation.
- sexual exploitation can also happen to young people in gangs.
- child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

**Child trafficking** is child abuse. It involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal exploitation such as cannabis cultivation, pickpocketing, begging, transporting, drugs, selling pirated DVDs and bag theft.

Children who are trafficked experience many forms of abuse and neglect. Physical, sexual and emotional abuse is often used to control them and they're also likely to suffer physical and emotional neglect.

Child trafficking can require a network of organised criminals who recruit, transport and exploit children and young people. Some people in the network might not be directly involved in trafficking a child but play a part in other ways, such as falsifying documents, bribery, owning or renting premises or money laundering. Child trafficking can also be organised by individuals and the children's own families.

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Grooming can take place either on line or in the real world by either a stranger or someone the child/young person knows. Groomers can be either male or female. Many children and young people don't realise that they have been groomed or that what happened is abuse. Grooming can involve having someone pretend to be someone they are not such as saying they are the same age online, buying gifts, giving attention, taking the young person on trips, outings or holidays. Once groomers have established trust they will exploit the relationship by trying to isolate the child or young person from friend and family, making them dependent on them. This will progress by using any means of power or control to make the young person feel that they have no choice but to do what this person says. Groomers will use blackmail, shame, guilt or any other means to stop the child or young person telling anyone about the abuse.

Groomers no longer need to directly meet children or young people in real life to abuse them. Increasingly groomers are sexually exploiting their victims by persuading them to take part in online sexual activity. They are often

opportunists who don't necessarily target one person, they may send something out hundreds and wait to see who replies. However, they will often target those who may post public comments that suggest the young person has low self-esteem or is vulnerable. The groomer will then use the information from the young person's profile to befriend them and build up a relationship.

If a young person discloses or you suspect that a child or young person is being groomed, you must report this to your line manager or volunteer supervisor straight away.

### **E-safety**

Staff should not communicate with young people through the staff member's personal/private mobile phone, private email accounts or social networking sites nor make contact outside of working hours without prior agreement with their line manager.

**Female genital mutilation (FGM)** includes procedures that intentionally alter or injure female genital organs for non-medical reasons. FGM is internationally recognized as a violation of the human rights of women and girls and is illegal in the UK and Europe. It is the partial or total removal of external female genitalia for non-medical reasons, and this is illegal in the UK. It is also known as female circumcision or cutting. The age at which FGM is carried out varies. It may be carried out when a girl is new-born, during childhood or adolescence, just before marriage or during pregnancy. It may be carried out for religious, social or cultural reasons, however FGM is child abuse. It is dangerous and a criminal offence.

Suspicions may arise in a number of ways that a child or young girl is being prepared for FGM to take place abroad. These include knowing that family members belong to a community where FGM is practiced, knowledge that an older sibling/mother has undergone FGM or talk of a "special procedure or ceremony". Indicators that FGM may have already taken place include prolonged absence from school, noticeable behavior change on return and long periods away from classes and activities. Also, finding it difficult to sit still and appearing to experience discomfort or pain between the legs and possibly bladder or menstrual problems.

If you think that a girl or young woman is in immediate danger of FGM, you should contact the police by calling 999 to report emergencies or by calling 101 for non-emergencies. Where possible, also try to speak to a line manager/Safeguarding Lead and fill in the Safeguarding Concern form. You can also email the [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk) or call 0800 028 3550.

## Ways that abuse might be brought to your attention

- a child might make a direct disclosure about him/herself or another child
- a child might offer information that is worrying but not a direct disclosure
- a member of staff might be concerned about a child's appearance or behaviour or about the behaviour of a parent or a carer towards a child
- a parent or carer might make a disclosure about abuse that a child is suffering or at risk of suffering
- a parent might offer information about a child that is worrying but not a direct disclosure.

## What to do if you suspect abuse or it is disclosed to you

- Reassure the child that telling someone about it was the right thing to do.
- Be observant and attentive without being judgmental
- If you can, take notes, but if this will stop the person talking or dealing with the person appropriately, takes notes as soon as possible afterwards and be as accurate as you can. Do not "fill in blanks" or use your own words. Use the young person's own words even if they use colloquial language or swear.
- Do not ask leading questions or interrogate. Ask open questions which will encourage the person to talk openly.
- It is not your job to investigate, this can only be done by relevant agencies such as the police or social care. You should only ask enough to establish the nature of the disclosure.
- Do not touch the person to comfort or reassure them,
- Tell him/her that you now must do what you can to keep him/her (or the child who is the subject of the allegation) safe.
- Let the child know what you are going to do next and who else needs to know about it.
- Let the child tell his or her whole story. Don't try to investigate or quiz the child, but make sure that you are clear as to what he/she is saying.
- Ask the child what he/she would like to happen because of what he/she has said, but don't make or infer promises you can't keep.
- Give the child the ChildLine phone number: 0800 1111.

## Logging an incident or disclosure

All information about the suspected abuse or disclosure will be recorded as soon as possible after the event – see Appendix 1, Reporting a Concern Form. The record should include:

- Date of the disclosure or of the incident causing concern
- Date and time at which the record was made
- Name and date of birth of the child involved
- A factual report of what happened. If recording a disclosure, it is essential to use the child's own words.
- Name, signature and job title of the person making the record

The record should then be passed to EDT's Designated Safeguarding Lead (or Deputy) who will decide whether they need to make a referral. If staff feel that the incident has not been adequately followed up, they may make a referral themselves.

### **Immediate action required following a concern, disclosure or allegation**

- As well as establishing the initial facts, ensure that both the victim and the alleged abuser are kept apart if applicable.
- In a residential setting, give consideration to returning one or both of the individuals to their home if the police are not to be immediately involved, Under 16s must be accompanied and this may mean bringing the whole group home, requesting additional staff or the accompanied return of one or both individuals.
- If unprotected sex has occurred there may be an immediate need to seek emergency contraception and medical treatment for sexually transmitted infections. Where this is sought will depend on circumstances but should be factored in to staff planning.

### **Actions to be taken for allegations made against a participant by another young person, where both participants are on an EDT programme**

Follow the process outlined in the Safeguarding Policy

Where both the alleged perpetrator and victim are involved in the programme, EDT will not automatically cease working with either but will consider the most appropriate way of managing future involvement and support of each individual. This may include referring both or either party on to other organisations.

### **Allegations against staff and volunteers**

- Concerns about staff and volunteers must be treated with the same rigour as other Safeguarding concerns. If there is a concern or allegation of abuse or inappropriate conduct made against a member of staff or a person in a position of trust, or there is a suspicion regarding a member of staff to volunteer's conduct with regard to a young person, contact your line manager immediately.
- If the allegation or suspicion concerns your line manager then contact the Safeguarding lead.
- Where the allegation concerns the Safeguarding lead, the relevant Director should be informed.
- Where the allegations are particularly serious or there is no doubt that an offence has been committed then police and/or relevant agencies will be informed immediately. A strategy for further action will then be agreed before a decision is taken to notify the staff member/volunteer. Note there are differences in law across the UK.
- Any allegation will be taken seriously and recorded in writing. Any witnesses will be asked to make a witness statement in writing confirming the time, date and details of the incident
- The allegation must be reported to the Designated Safeguarding Lead (DSL), or the Deputy DSL if the DSL is unavailable.
- If further action is required, the Safeguarding lead will liaise with HR and the SMT. Together they will co-ordinate decisions and actions to be taken.
- Following advice from the DSL or Deputy it may be necessary to suspend the member of staff pending full investigation of the allegation.
- The staff member/volunteer will be informed of the allegation and given the opportunity to resign
- Staff under investigation will be treated sensitively, fairly and with respect.
- A meeting will be held within 7 days between the staff member accused of abuse (who has the right to be accompanied) and, two senior managers of EDT.
- Facts will be recorded and kept secure. All parties concerned will receive a written account of the meeting and actions within 7 days of the date of

the meeting. All parties concerned will be kept up-to-date with what is happening and given a response within 7 days of completion of investigation.

- Following an allegation and whilst an allegation is being investigated there are likely to be strong feelings among staff, volunteers and possibly the wider stakeholder group, which will need to be addressed. The line manager in conjunction with Safeguarding lead and SMT where appropriate will give careful thought to the provision of appropriate support to staff and volunteers who might be affected.
- If an allegation is substantiated and the staff member/volunteer dismissed (or barred from working with EDT) the Safeguarding lead will discuss with the Local Authority Designated Officer (or equivalent outwith England) and decide whether a referral to the DBS/PBG or Access NI is required. If necessary, the report will be made within one month. For serious incidents, it may be necessary to notify the Charities Commission, OSCR or the CCNI.

## **Professional Boundaries**

Staff and volunteers must maintain professional boundaries at all times. Avoid placing yourself in situations where your actions may be misinterpreted. Staff and volunteers should never find themselves alone with young people. It is possible that young people participating in EDT programmes and staff and volunteers may live in the same location. Staff and volunteers should never intentionally let a young person know where they live. Personal mobile numbers should not be given out and befriending young people on social media should be completely avoided. If you suspect that a young person has developed a crush on you, discuss this with your line manager. Staff should not socialize with young people outwith working hours and the provision of possible gifts from a young person should be discouraged. If you are concerned that a member of staff is acting in an unprofessional manner with a young person(s), please raise this with the relevant line manager or refer to the Whistleblowing Policy.

## **Helping a child in immediate danger or in need of emergency medical attention**

- If the child is in immediate danger and is with you, remain with him/her and call the police on 999
- If the child is elsewhere, contact the police on 999 and explain the situation to them.
- If he/she needs emergency medical attention, call an ambulance on 999 and, while you are waiting for it to arrive, get help from your first aider.
- You also need to contact your supervisor/manager or named person for child protection to let them know what is happening.

Once any immediate danger or emergency medical need has been dealt with, follow the steps set out in the flowchart at the end of this document. Use the Reporting a Concern Form (see Appendix 1) to record the concern in as much detail as you can remember and how it is dealt with using the relevant sections of the form completed that should be signed at each stage of the procedure.

## The Prevent Duty and 4 British (or Shared) Values

EDT has a statutory duty under the Counter-Terrorism and Security Act (2015) and the statutory Prevent Guidance (2015) to have due regard to the need to prevent young people from being drawn in to terrorism.

Radicalisation is a process by which an individual or group adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine contemporary ideas and expressions of freedom of choice. Radicalism can be both violent and non-violent but more focus is on radicalization turning into violent extremism.

Radicalisation can originate from opposing progressive changes in society or being against the British (or Shared) Values which include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Actively promoting British (or Shared) Values means challenging opinions or behaviours which are contrary to those fundamental values.

The list on p4 which covers existing issues which can make young people more vulnerable to abuse or exploitation is often present in young people who have been found to have been drawn into radicalization or extremism.

### The 4 British Values (also known as Shared Values):

- **Democracy:** Children are listened to, and we respect the rights of every individual to have their opinions and voices heard.
- **The Rule of Law:** The values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- **Individual Liberty:** Alongside rules and laws, we promote freedom on choice and the right to respectfully express views and beliefs
- **Mutual Respect and Tolerance of those with different faiths and beliefs:** To promote and celebrate our different backgrounds, languages, religions, beliefs and traditions by respecting everyone and everything.

### Working with Partner Organisations

Where EDT is working in partnership with other organisations, written agreement must be reached with regard to the responsibilities, procedures and practices contained in this document. This is to ensure clarity as to which organisation is responsible for taking action in specific circumstances. Failure to reach agreement, or a situation arising that causes concern with regard to partner organisations, may lead to the cessation of partnership.

### Sharing Information

- All information sharing will be done in line with EDT's Data Protection Policy and Privacy Statement. If staff are in doubt about confidentiality, they should consult their line manager or GDPR lead.
- Ensure information about a young person is only shared on a "need to know" basis and shared sensitively and with respect for confidentiality.
- In the event that information is requested by the Police in relation to a young person and there is no immediate danger to the individual, the request must be submitted on a Section 29 form of the Data Protection Act.

## Training

- All EDT staff, volunteers and trustees will receive the appropriate level of ongoing safeguarding and specific child protection awareness/training, to ensure that the organisation has proper awareness and understanding of child abuse and neglect of children and young people.
- All EDT staff are required to undertake the NSPCC on-line Child Protection training as part of their induction.
- All EDT staff and volunteers who work directly with young people are required to pass a DBS/PVG/Access NI check and to complete internal safeguarding training.

## DBS/PVG/Access NI checks

- When appointing staff or volunteers to a post which requires a DBS/PVG or Access NI check, this should be sought as soon as possible after recruitment and prior to them commencing their role
- If a staff member/volunteer starts in role prior to the receipt of a satisfactory disclosure (or equivalent) the individual must be supervised at all times by a member of staff with a satisfactory disclosure in place.
- If a member of staff or volunteer is suspected as being unsuitable to work with children and young people, a referral must be made to the DBS (or equivalent agency) explaining the nature of concerns and stating any investigations or disciplinary hearings a staff member/volunteer has been involved with if it concerns safeguarding concerns.
- The above is only applicable to EDT staff and volunteers and does not extend to partners who should follow their own procedures.

### Useful contact details:

Safeguarding mailbox

[edtsafeguarding@etrust.org.uk](mailto:edtsafeguarding@etrust.org.uk)

Trustee Safeguarding Lead Alison Moore, 0208 4289977, [a.moore@etrust.org.uk](mailto:a.moore@etrust.org.uk)

Designated Safeguarding Leads (DSL):

Florence Morgan, Director, 02382 120488, [f.morgan@etrust.org.uk](mailto:f.morgan@etrust.org.uk)

Jas Madahar, Head of up to 13, 07790827642, [j.madahar@etrust.org.uk](mailto:j.madahar@etrust.org.uk)

Deputy DSL

Alan Young, Education and Events Lead, 0115 9516688, [a.young@etrust.org.uk](mailto:a.young@etrust.org.uk)

Local police: or dial 999

Hertfordshire County Council Children's Services (HCCCS) 0300 123 4043

NSPCC Helpline: 0808 800 5000 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

ChildLine: 0800 1111 (textphone 0800 400 222) or [www.childline.org.uk](http://www.childline.org.uk)

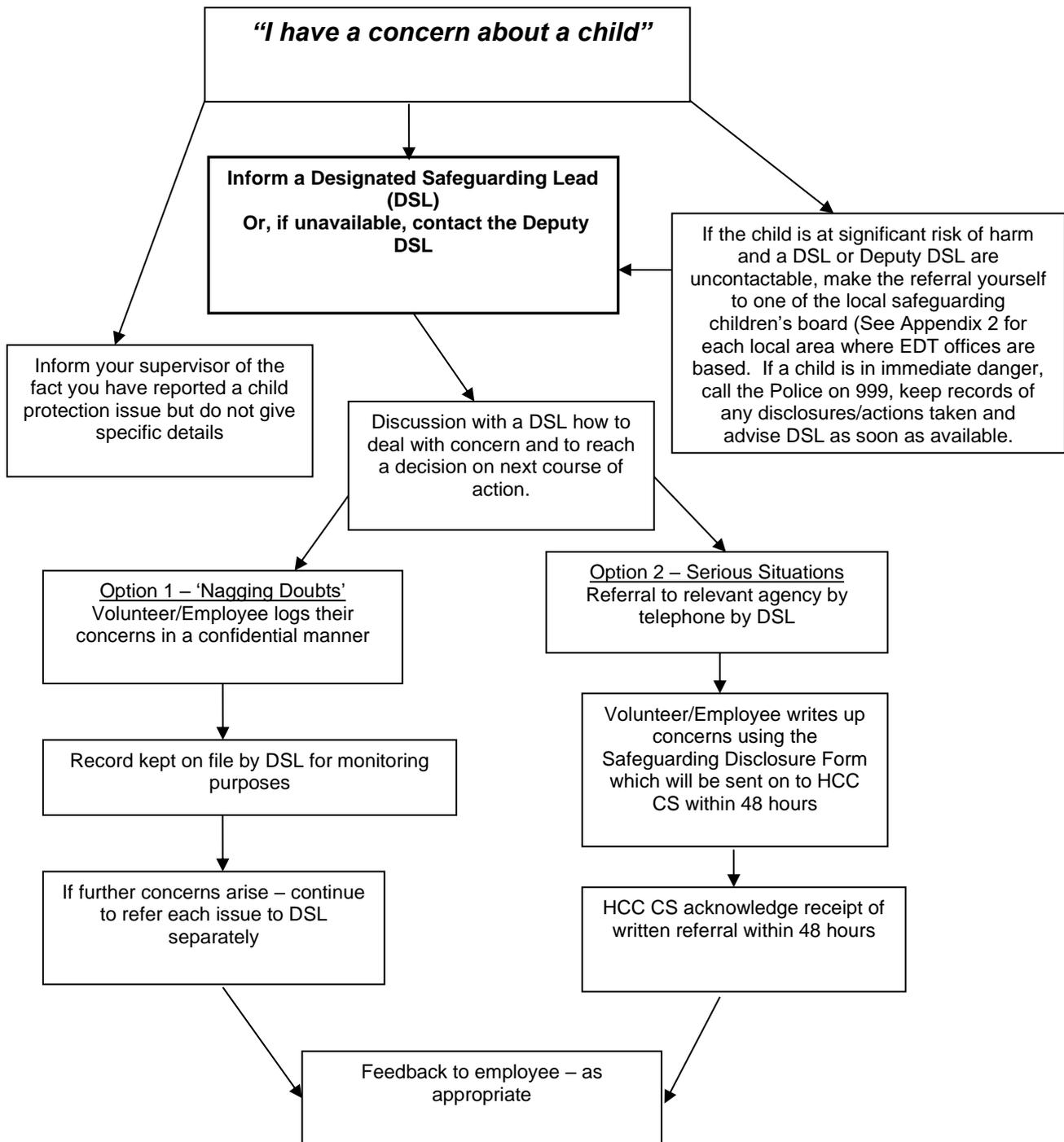
Designated Officer: 01992 555420

Anti-terrorist hotline 0800 789 321

Hertfordshire Safeguarding Children's Board - HSCB: 01992 588757

CEOP (Child Exploitation and Online Protection Command) [www.ceop.police.uk](http://www.ceop.police.uk)

## What to do if you have a concern about a child?



### Designated Safeguarding Leads (DSL):

Florence Morgan, Director, 02382 120488, [f.morgan@etrust.org.uk](mailto:f.morgan@etrust.org.uk)

Jas Madahar, Head of up to 13, 07790827642, [j.madahar@etrust.org.uk](mailto:j.madahar@etrust.org.uk)

### Deputy DSL

Alan Young, Education and Events Lead, 0115 9516688, [a.young@etrust.org.uk](mailto:a.young@etrust.org.uk)

Hertfordshire County Council Children’s Services (HCCCS) 0300 123 4043

## Appendix 1 – Disclosure Form



Safeguarding  
Disclosure Form.doc

## Appendix 2 – local safeguarding children’s boards for each of the areas where our offices are based

Glasgow Child Protection Committee - <https://www.glasgowchildprotection.org.uk/>  
Durham Local Safeguarding Children Board - <http://www.durham-lscb.org.uk/>  
Safeguarding Sheffield Children - <https://www.safeguardingsheffieldchildren.org/sscb>  
Manchester Safeguarding Children Board - <https://www.manchestersafeguardingboards.co.uk/>  
Birmingham Safeguarding Children Board - <http://www.lscbbirmingham.org.uk/>  
Nottinghamshire Safeguarding Children Board - <http://www.nottinghamshire.gov.uk/nscb>  
North Wales Safeguarding Board - <http://www.northwalessafeguardingboard.wales/>  
Western Bay Safeguarding Children Board - <http://www.wbsb.co.uk/4476>  
Bristol Safeguarding Children Board - <https://bristolsafeguarding.org/children-home/>  
Oxfordshire Safeguarding Children Board - <http://www.oscb.org.uk/>  
Southampton Local Safeguarding Children Board - <http://southamptonlscb.co.uk/>  
Plymouth Safeguarding Children's Board - <http://www.plymouthscbdev.delthosting.co.uk/>  
The Safeguarding Board for Northern Ireland - <http://www.safeguardingni.org/>

## Appendix Three



Department  
for Education

# Keeping children safe in education

Statutory guidance for schools and  
colleges

Part one: Information for all school and  
college staff

September 2019

# Contents

Summary	3
Part one: Safeguarding information for all staff	4
What school and college staff should know and do	4
The role of school and college staff	4
What school and college staff need to know	5
What school and college staff should look out for	6
Abuse and neglect	7
Safeguarding issues	8
Peer on peer abuse	8
Serious violence	9
Female Genital Mutilation	9
Contextual safeguarding	10
Additional information and support	10
What school and college staff should do if they have concerns about a child	10
Early help	11
Statutory assessments	12
What will the local authority do?	12
Record keeping	13
Why is all of this important?	13
What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children	14
What school or college staff should do if they have concerns about safeguarding practices within the school or college	14
Annex A - Further information about specific forms of abuse and safeguarding issues	16
Hyperlinks to other relevant guidance	28

## Summary

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

- Governing bodies of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** in their school or college **read** at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

# Part one: Safeguarding information for all staff

## What school and college staff should know and do

### A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#)
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
  - protecting children from maltreatment;
  - preventing impairment of children's 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.
5. Children includes everyone under the age of 18.

### The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn.

8. **All staff** should be prepared to identify children who may benefit from early help.<sup>1</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 36-47. Staff should expect to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>2</sup>

## What school and college staff need to know

13. **All staff** should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
  - the child protection policy;
  - the behaviour policy;<sup>3</sup>
  - the staff behaviour policy (sometimes called a code of conduct);
  - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

---

<sup>1</sup> Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

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

<sup>3</sup> All schools are required to have a behaviour policy (read [Behaviour and school discipline in schools](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

14. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
15. **All** staff should be aware of their local early help<sup>4</sup> process and understand their role in it.
16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.<sup>5</sup>
17. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## What school and college staff should look out for

### Early Help

18. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
  - has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
  - is a young carer;
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
  - is frequently missing/goes missing from care or from home;
  - is at risk of modern slavery, trafficking or exploitation;

---

<sup>4</sup> Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

<sup>5</sup> More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

- is at risk of being radicalised or exploited;
- 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 drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

## Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

20. **All** school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

## Indicators of abuse and neglect

21. **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.

22. **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.

23. **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.

24. **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 27).

25. **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

26. **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, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

## Peer on peer abuse

27. **All staff** should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexual violence,<sup>6</sup> such as rape, assault by penetration and sexual assault;
- sexual harassment,<sup>7</sup> such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- upskirting,<sup>8</sup> which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

28. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

## Serious violence

29. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. 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.<sup>9</sup>

## Female Genital Mutilation

30. 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**.<sup>10</sup> If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

---

<sup>6</sup> For further information about sexual violence see Annex A.

<sup>7</sup> For further information about sexual harassment see Annex A.

<sup>8</sup> For further information about 'upskirting' see Annex A.

<sup>9</sup> For further information about violent crime see Annex A.

<sup>10</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).

## Contextual safeguarding

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

## Additional information and support

32. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

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

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

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

35. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 15 for a flow chart setting out the process for staff when they have concerns about a child.

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

37. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;<sup>11</sup> or
- a referral for statutory services,<sup>12</sup> for example as the child might be in need, is in need or suffering or likely to suffer harm.

38. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

39. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

## Early help

40. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's

---

<sup>11</sup> Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

<sup>12</sup> Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

## Statutory assessments

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

## Children in need

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

## Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

42. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

## What will the local authority do?

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

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer

significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;

- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take;
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

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

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

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

## Record keeping

47. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

## Why is all of this important?

48. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.<sup>13</sup> Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and

---

<sup>13</sup> An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

- a lack of challenge to those who appear not to be taking action.

## **What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children**

49. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

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

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

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

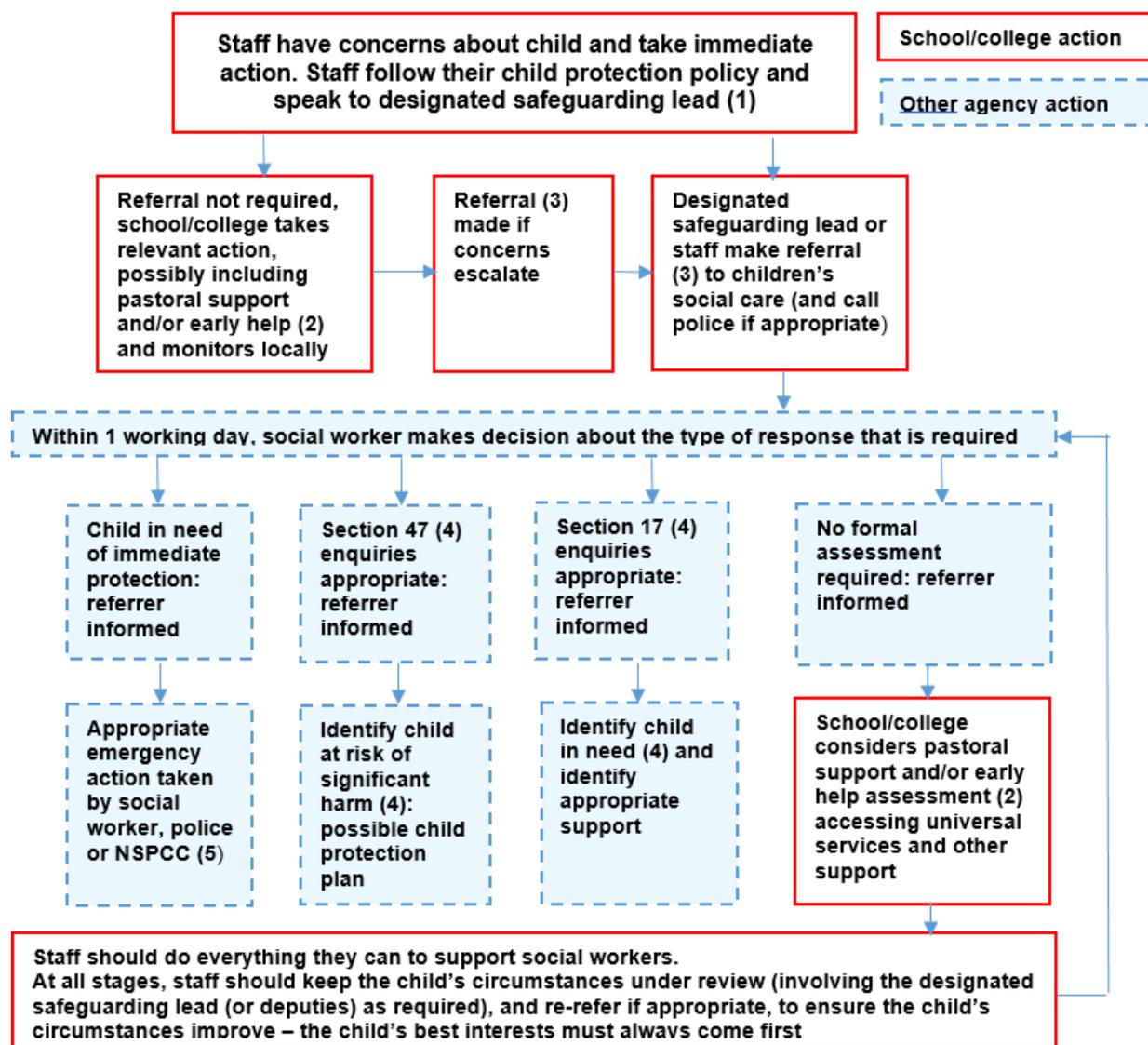
52. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).
- The [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – 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).<sup>14</sup>

---

<sup>14</sup> Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

## Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

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

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

## Annex A - Further information about specific forms of abuse and safeguarding issues

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

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

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

### Annex A Index

Children and the court system	17
Children missing from education	17
Children with family members in prison	17
Child sexual exploitation	17
Child criminal exploitation: county lines	19
Domestic abuse	19
Homelessness	20
So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)	21
FGM	21
FGM mandatory reporting duty for teachers	21
Forced marriage	22
Preventing radicalisation	23
Peer on peer abuse	24
Sexual violence and sexual harassment between children in schools and colleges	25
What is Sexual violence and sexual harassment?	25
Upskirting	27

## 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 and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

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

## Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school'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. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the

sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

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

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

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

## Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>15</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

## Domestic abuse

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

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

- psychological;
- physical;
- sexual;
- financial; and

---

<sup>15</sup> [national crime agency human-trafficking.](#)

- emotional.

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

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

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse](#)

## Homelessness

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

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

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

circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory [guidance on the provision of accommodation for 16 and 17 year olds who may be homeless](#) and/ or require accommodation.

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

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

### Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>16</sup> that requires a different approach (see following section).

### FGM

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

### FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated

---

<sup>16</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).

health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils 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>17</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 deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet.](#)

## Forced marriage

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

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk).

---

<sup>17</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.

## 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>18</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>19</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

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

## The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>20</sup> to the need to prevent people from being drawn into terrorism".<sup>21</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 other senior leaders 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

---

<sup>18</sup> As defined in the Government's Counter Extremism Strategy.

<sup>19</sup> As defined in the Revised Prevent Duty Guidance for England and Wales.

<sup>20</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>21</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

## **Additional support**

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

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

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

## **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

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

## **Peer on peer abuse**

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

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

## Context

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

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

Staff should be aware of the importance of:

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

## What is Sexual violence and sexual harassment?

### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003<sup>22</sup> as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

---

<sup>22</sup> [Legislation.gov.uk](https://www.legislation.gov.uk)

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?**<sup>23</sup> Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.<sup>24</sup>

## Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of

---

<sup>23</sup> It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [What is consent?](#)

<sup>24</sup> [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

sexual harassment and/or sexual violence.<sup>25</sup> It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

## Upskirting<sup>26</sup>

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

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

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

---

<sup>25</sup> [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

<sup>26</sup> Additional information about [the upskirting law](#) is available.

## Further information

### Hyperlinks to other relevant guidance

#### Abuse

- [What to do if you are worried a child is being abused](#) – DfE advice
- [Faith based abuse: National Action Plan](#) – DfE advice
- [Domestic abuse: Various information / guidance](#) – Home Office
- [Relationship abuse: disrespect nobody](#) – Home Office

#### Bullying

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

#### Children and the courts

- [Advice for 5 to 11 year olds witnesses in criminal courts](#) – Ministry of Justice
- [Advice for 12 to 17 year olds witnesses in criminal courts](#) – Ministry of Justice

#### 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

#### Children with family members in prison

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

#### Child Exploitation

- [Child sexual exploitation: guide for practitioners](#) – DfE guide
- [Trafficking: safeguarding children](#) – DfE and Home Office Advice
- [County Lines: criminal exploitation of children and vulnerable adults](#) – Home Office

## Drugs

- [Drugs: advice for schools](#) – DfE and Association of Chief Police Officers (ACPO) advice
- [Drugs strategy 2017](#) – Home Office
- [Information and advice on drugs](#) – Talk to Frank website
- [ADEPIS platform sharing information and resources for schools: covering drug \(and alcohol\) prevention](#) – Website developed by Mentor UK

## (so called) Honour Based Violence

- [Female genital mutilation: information and resources](#) – Home Office
- [Female genital mutilation: multi agency statutory guidance](#) – DfE, Department of Health and Social Care (DH) and Home Office
- [Forced marriage: statutory guidance and government advice](#) – Foreign Commonwealth Office and Home Office

## Health and wellbeing

- [Fabricated or induced illness: safeguarding children](#) – DfE, Department for Health and Social Care (DH) and Home Office
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England
- [Medical conditions: supporting pupils at school](#) – DfE statutory guidance
- [Mental health and behaviour](#) – DfE Advice

## Homelessness

- [Homelessness: How local authorities should exercise their functions – Ministry of Housing, Communities and Local Government \(MHCLG\)](#)

## Online

- [Sexting: responding to incidents and safeguarding children](#) – UK council for Internet Safety

## Private fostering

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

## Radicalisation

- [Prevent duty guidance](#) – Home Office
- [Prevent duty advice for schools](#) – DfE advice
- [Educate Against Hate Website](#) – DfE and Home Office

## Violence

- [Gangs and youth violence: advice for schools and colleges](#) – Home Office
- [Ending violence against women and girls 2016 to 2020 strategy](#) – Home Office
- [Violence against women and girls: national statement of expectations for victims](#) – Home Office
- [Sexual violence and sexual harassment between children in schools and colleges](#) – DfE advice
- [Serious violence strategy](#) – Home Office



Department  
for Education

© Crown copyright 2019

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3) email  
[psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus) download  
[www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: DfE-00130-2019



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)