CHILD PROTECTION POLICY

Policy Consultation & Review

This policy is available on our Trust and individual academy websites and is available on request from the academy office. We also inform parents and carers about this policy when their children join Redby Academy.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Behaviour Policy. In addition, all staff are provided with Part One and annex A of the statutory guidance 'Keeping Children Safe in Education', DfE (2019). In addition all Trustees and Governors have been issued with Part Two of Keeping Children Safe in Education (2019) to provide clarity around their roles and responsibilities.

This policy will be reviewed in full by the Local Governing Body on an annual basis. This policy was last reviewed and agreed in October 2019.

Purpose and aim

Redby Academy's Child Protection policy will provide clear direction to staff, volunteers, visitors and parents about expected codes of behaviour and our legal responsibility to safeguard and promote the welfare of all children at the academy. The policy also aims to make explicit the Academy's commitment to the development of good practice and sound procedures to keep children safe in our academies. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in our academy creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

This means we will always work to:
- Ensure a safe, secure and inclusive environment for learning;
- Protect children and young people at our academy from maltreatment;
- Prevent impairment of our children and young people's health or development;
- Promote the health and well-being of pupils and ensure good attendance and behaviour;
- Ensure that children and young people at our academy grow up in circumstances consistent with the provision of safe and effective care;
- Ensure all pupils make expected levels of progress irrespective of their starting points or individual needs and requirements.

Trustees, Governors and staff are committed within Tyne Coast Academy Trust and Redby Academy to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils, parents/carers and visitors to share this commitment and understanding.

Introduction

Redby Academy fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Redby Academy's child protection policy:

1. **prevention** (positive school atmosphere, careful and vigilant teaching, effective pastoral care, providing support to children, providing positive adult role models and the early identification of additional support/services to children and their families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, exploitation, radicalisation, and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage).
2. **protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or to the Together for Children Integrated Contact and Referral Team on (0191) 5617007 directly if necessary. In certain specific cases such as Female Genital Mutilation (Mandatory reporting from October 2015), Radicalisation and Forced Marriage there are SPOCS and named teams and individuals within the police who can be contacted.

3. **reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances.
4. **support** (to pupils and academy staff who may be vulnerable due to their individual circumstances).

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All academy staff should be particularly alert to the potential need for early help for a child who:

- is disabled and 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 into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or home;
- is at risk of modern slavery, trafficking or exploitation;
- 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;
- is a privately fostered child.

All staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how the Academy supports the following areas of need, additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2019 pages 89-91. Where the Academy has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

Broadly the areas taken from Keeping Children Safe in Education, 2019 Annex A, include

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Sexual Exploitation
- Child Criminal Exploitation – County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based Violence' inclusive of Female Genital Mutilation, Forced Marriage and practises such as breast ironing.
- Preventing Radicalisation
- Peer on Peer Abuse (contained within this policy)
- Sexual Violence and Sexual Harassment between children in schools
- Upskirting
- The response to a report of sexual violence or sexual harassment
- Additional advice and support

As previously stated the full list of additional advice and supportive hyperlinks can be found in Appendix 1 of this policy.

In the event of any of the above being recognised, information should be shared directly with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead which will result in the situation being recorded, evaluated and support offered in academy or the pupil/s being referred to specific services.

This policy applies to Redby Academy's whole workforce.

Framework and Legislation

Redby Academy does not operate in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Local Safeguarding Children Partnership which includes the partnership of several agencies who work with children and families across the City.

All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

Redby Academy is committed keeping children safe and safeguarding all children in accordance with Child Protection: Sunderland Safeguarding Children Partnership's Multi Agency Safeguarding Arrangements (MASA) http://www.safeguardingchildrensunderland.com (to be replaced by the Safeguarding Partner arrangements) and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person (*Adoption and Children Act 2002).*

Health means physical or mental health.

Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical.

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Together for Children through the Integrated Contact and Referral Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Significance could exist in the seriousness of the harm or the implication of it. This will be a finding of fact for courts. The court will have to establish which standard of health and development would be reasonable to expect for a child with similar attributes, assess the shortfall against the standard and decide whether the difference represents significant harm. *(Children Act guidelines and Regulation)*

Parents/carers should be aware that the Academy will take any reasonable action to safeguard and promote the welfare of its pupils. In cases where the Academy has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Sunderland Safeguarding Partnership Procedures and inform the Together

for Children Integrated Contact and Referral Team or the Police Safeguarding Department of their concern.

Keeping Children Safe in Education September 2019 contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all schools. The Children Act 1989 sets out the Legal Framework and the DfE Information Sharing Guidance sets out how information can be shared between agencies.

Our Ethos

The child's welfare is of paramount importance. Redby Academy will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Pupils will be able to talk freely to any member of staff in our academy if they are worried or concerned about their well-being or the well-being of others.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a pupil and how to record and report this information. We will not make promises to any pupil and we will not keep secrets. Every student will be informed what the adult will have to do with any information they have chosen to disclose.

Throughout our curriculum we will provide activities and opportunities for pupils to develop the skills they need to identify risks and stay safe. This will also be extended through PHSE programmes to include material that will encourage our pupils to develop essential life skills.

Child Protection and the Curriculum
We seek to support the pupil's development in ways that will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is intrinsic in all aspects of the curriculum.

The curriculum in particular addresses the following areas in relation to Child Protection at age appropriate times.

- Teaching students how to safeguard themselves
- Dealing with bullying including cyber bullying and internet safety
- Child Sexual Exploitation
- Educating on drugs issues
- Domestic violence
- Drugs and alcohol
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs, youth violence and gender based violence
- Mental health
- Preventing radicalisation
- Sexting
- Trafficking
- Educating about personal rights and responsibilities
- Peer on Peer abuse
- Sexual violence and sexual harassment
- Creating an environment where pupils can speak out and be heard.

At all times we will endeavour to work in partnership and establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

Supporting Children

Redby Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Redby Academy may be the only stable, secure and predictable element in the lives of some of the pupils in our care. We, therefore, recognise that such pupils might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with the police and the local authority with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils' homes.

Redby Academy also recognises that children are capable of abusing their peers. Peer on Peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the student can receive appropriate help and support. There is a detailed section within this policy regarding Peer on Peer abuse.

Redby Academy will endeavour to support all its pupils through:
- The curriculum, to encourage self-esteem, self-motivation and self-protection
- The academy ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explore human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety. This can include topics covered as part Fundamental British Values and the SMSC Curriculum which will cover harm, abuse, positive and healthy relationships and crime.
- A coherent management of behaviour and discipline policy inclusive of the use of reasonable force
- Liaison with other professionals and agencies who support pupils and parents
- A commitment to develop productive, supportive relationships with parents whenever it is in the pupil's interest to do so
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in Safeguarding situations.

Redby Academy recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. Academy staff who work, in any capacity, with pupils with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. Academy staff must give consideration to pupils who are subject to an Education Healthcare Plan, or those who have a medical condition as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is a

greater potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs. Therefore time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools should consider extra pastoral support for children with SEN and disabilities.

Redby Academy also recognises that in a home environment where there is domestic violence, drug or alcohol abuse, pupils may also be vulnerable and in need of support and protection.

This policy MUST be read in conjunction with other related policies in school.

These include:
- Robust Academy Recruitment and Selection policy-inclusive of safer recruitment guidance and regulation for example a single central record which demonstrates pre-employment vetting checks for all staff (eg. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions and supervision of those who don't meet this requirement.
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments induction and an on-going culture of vigilance.
- Safer recruitment trained interview panel members who ensure that the policy works in practice in all recruitment and selection within the academy.
- Trust HR policies and procedures.
- Staff Behaviour Policy (Code of Conduct), Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, October 2016. The Academy will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- Behaviour & Discipline Policy – inclusive of the Use of Reasonable Force and confiscating and searching.
- Anti-Bullying Policy/Cyber/Online Bullying.
- Online Safety Policy inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting).
- Inclusion & Special Education Needs Policy.
- Educational Visits/Off Site Policy (reviewed annually) reflects the consideration we give to the safeguarding of our pupils both within the academy environment and when away from the academy when undertaking school trips, visits or students being creatively educated.
- Peer on Peer Abuse (contained within this policy).
- Photographic and Digital Imagery Policy with signed parental consent.
- Administration of Medication Policy and Procedures with trained staff who manage this.
- Pupils with Medical Needs Policy and implications for your workforce, students and partnership with parents.
- Attendance Management policy school management for attendance and the partnership with the Local Authority/Together for Children in reporting children missing from education and those deleted from the academy's admission register. This includes the need for two emergency contact details for every student, where possible.
- Missing Children Policy – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- Complaints Policy.

- Allegation Management Policy.
- Confidentiality and Whistleblowing Policy.
- Information Sharing Policy covering the internal and external exchange of information.
- Looked after Children Policy inclusive of named teacher whose role is to champion the achievement of LAC and work closely with the Designated Safeguarding Lead and the Virtual Head Teacher within the Together for Children who has responsibility for LAC.
- Intimate Care and Care Plan Policy – inclusive of procedure to support students who have an accident and either wet, soil or menstruate and need assistance.
- Unaccompanied travel to and from school procedure to ensure student safety.
- Single equality scheme.
- Spiritual, Moral, Social and Cultural Curriculum inclusive of Female Genital Mutilation, domestic violence, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

Working with Parents and Carers

Redby Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of our pupils and to support them to understand our statutory responsibilities in this area.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a pupil from harm.

In cases where the academy has reason to be concerned that a student may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA) and inform the Together for Children Integrated Contract and Referral Team (children's safeguarding) or the police of their concern

Child Protection for visits out of school

Any out of school activities including trips, residential visits, foreign exchanges, sports matches etc. all have to comply with the strict LA Safeguarding procedures and follow our Educational Visits Policy. The leader **_MUST_** have a mobile phone with a contact number for the school (the Headteacher or the Deputy Headteacher when out of hours) and the necessary telephone numbers from the Designated Safeguarding Lead (for the LA emergency line, local Children's Services). It is essential that as part of the risk assessment for the trip the party leader has identified the Safeguarding risks and have put a clear strategy in place to minimise the risks or effectively deal with any issues that arise.

Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from all forms of maltreatment and abuse (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation child sexual exploitation (CSE), honour based violence (HBV) inclusive of female genital mutilation and forced marriage, preventing radicalisation and extremism, harassment, bullying and victimisation), 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.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff in Redby Academy have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early and provide help for pupils and to prevent concerns from escalating. Pupils can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur in schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a pupil.
- Ensure that they report any concerns of harm to any student to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Contact and Referral Team if necessary and the police in the stated incidents above). They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly.
- Ensure that they record any information shared directly with them by a pupil or observed/witnessed with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated or Deputy Designated Safeguarding Lead with other agencies. All discussions decisions and reasons for them should be recording in writing adhering to the Trust's recording and information sharing policy.
- Ensure that they maintain an attitude of 'it could happen here' and report any concerns regarding the behaviour of a child/adult/staff member directly to the Headteacher/Designated Safeguarding Lead.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the academy's safeguarding regime through confidential reporting/whistleblowing procedures and the staff behaviour policy/code of conduct.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of pupils to prevent an escalation of need or risk to the pupil.
- Ensure that from 1 July 2015 under the Counter Terrorism and Security Act, April 2015 that the Academy has due regard to Prevent and to assess risk of children and young people being radicalised drawn into extremism (based on potential risk in the local areas and that clear protocols are in place for visitors so that views are appropriate and not an opportunity to influence others).
- Ensure that from October 2015 there is mandatory reporting to the police in all cases where teachers discover that an act of Female Genital Mutilation appears to have been carried out.
- Ensure that they understand through online safety training the additional risks for pupils online and continue to promote the Academy's Online Safety Policy/acceptable usage in the protection of all pupils. This includes the management of 3G and 4G internet access via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. The Academy's E-Safety policy makes clear the expectations of students regarding use of their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure they remain vigilant whilst visitors are on site and continue to promote the Academy's commitment to keeping children safe through reminding visitors and parents of the Academy's appropriate use of mobile phones/devices whilst they are on school premises.
- Ensure staff understand and adhere to the Staff Behaviour Policy inclusive of the use of mobile phones and electronic devices.

Redby Academy will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Peer on Peer Abuse

At Redby Academy we are committed to the prevention, early identification and appropriate management of peer on peer abuse.

In particular ensuring that our school staff protect our children by, wherever possible being aware of the nature and level of risk that children are exposed to, having a clear and comprehensive strategy specific to that child's safeguarding context and having a whole school contextual safeguarding approach to preventing and responding to peer on peer abuse. This part of the policy is preventative in its response to peer on peer abuse by raising awareness of issues, supporting staff in identifying them with children, and providing appropriate response and intervention that is followed consistently across the whole school workforce. This section of the policy will also encourage parents to share information about any risk of harm to their child and be clear on the academy's expectations of how this will be managed (Farrer and Co. 2019)

Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers (Farrer and Co 2019)

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. This purpose of this section of the Child Protection policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

Preventative Strategies for Schools

Recognition
For all schools, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than only manage the issues in a reactive way.

Firstly, and most importantly for schools is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff. This involves staff analysing any incidents for trends, patterns and identifying any areas around the setting that may appear to be 'less safe'. Staff should also have access to regular CPD and training to ensure a consistent approach to managing peer on peer issues.

A Safe Environment to share concerns alongside a Positive Curriculum
It is important that the school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce and governing body feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive

behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice. Staff must also feel enabled to discuss issues about online access and support and reinforce appropriate behaviours online including understanding why age limits are in place on social media platforms, encouraging children to share online concerns, talking about issues that have happened in an open forum and working closely with parents. (Farrer and co. 2019)

Involve Parents
Parents need to be informed and included in policy forming, lesson plans and through open and frank conversations, training/courses about what peer on peer abuse is and how the school and setting will be tackling it. This can help to alleviate any concerns and worries and create a joined up approach. Schools need to ensure open two way communication is available through a variety of platforms so that both parents and staff are working together to deal with any issues.

Signposting
It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Forums for Children to Make Changes/Have Their Voice Heard
It is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

Partnership Working
Multi agency working can consolidate in house procedures in schools/settings. By accessing advice, support and guidance, effective decisions can be made in collaboration to improve outcomes for children who may be at risk of harm. Seeking advice and guidance can act as a preventative measure so that the right course of action is taken at the earliest opportunity. It is also necessary that the academy actively refers concerns/allegations of peer on peer abuse where necessary to front door services/children's social care and the police where appropriate. This is particularly important because peer on peer abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address the issue alone – it requires effective partnership working (Farrer & Co. 2019).

Schools which excel at tackling bullying (and peer abuse) have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. (Preventing and tackling bullying, 2017). It is the aim of Monkwearmouth Academy to excel in this area.

What is Peer on Peer abuse?

For these purposes, peer on peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. Peer on peer abuse can take various forms including: serious bullying (including cyber bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence. Children's experience of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer on peer abuse therefore needs to consider the range of possible types of peer on peer abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of peer-on-peer abuse takes into account any potential complexity (Farrer and Co. 2019).

Abusive behaviour can happen to pupils in schools and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. This means adopting a whole school community contextual safeguarding approach by ensuring all staff: understand how a child's wider context may have impact on them; contribute to creating a strong safeguarding culture in school by following policies that address peer on peer abuse and harmful attitudes; promote healthy relationships and attitudes to gender/sexuality; support the school by identifying 'less safe' areas in school; accessing training on bias and stereotyped assumptions; be alert to changes in children's behaviour and seek appropriate responses to concerns shared. (Farer and co. 2019)

Research suggests that peer on peer abuse is one of the most common forms of abuse affecting children in the UK (Farrer and Co. 2019). Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2019). Research suggests that peer on peer abuse may affect boys differently from girls, and that this difference may result from social norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make up. Barriers to disclosure will also be different. As a result schools need to explore the gender dynamics of peer on peer abuse within their settings and recognise that these will play out differently in single sex, mixed or gender imbalanced environments (Farrer and Co. 2019).

It is important to consider the forms abuse may take and the subsequent actions required.

Children with Special Educational Needs

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges additional pastoral support should be provided for children with SEN and disabilities particularly when investigating any form of peer on peer abuse.

Language

For the purposes of this section of the policy the language used will refer to alleged victims and alleged perpetrators this is to ensure that children are not given 'labels' about their behaviour unfairly and without and full and thorough conclusive investigation. The language used to children and parents in the reporting of any incidents that may have occurred could impact on any future rehabilitation of children and young people following any investigations that may occur. The use of word such as victim and perpetrator can be both inflammatory and distressing for children and their parents.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidenty before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault, rape or abuse.

Sexual Violence

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, eg to vaginal but no 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 is s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. In referencing sexual harassment, it is 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 (KCSIE 2019).

Sexual harassment can include
- Sexual comment, 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
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include
- Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media
- Sexual exploitation, coercion and threats
- Upskirting

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttock to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence (KCSIE 2019).

Bullying (inclusive of all types)

The new definition of bullying is 'a person who habitually seeks to harm or intimate those who they perceive as vulnerable'. (Taken from the Oxford, Cambridge & Collins dictionary, updated 2018).

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

(Preventing and tackling bullying, July 2017)

Online bullying
Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting (Youth Involved Imagery)
'Youth Involved' includes children sharing images that they, or another child, have created themselves and

'imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy), and

A judgement of whether something is 'decent' is both a value judgement and dependent on context. The term 'sexual' is clearer than 'indecent'. (Farrer and Co, 2019)

Sexting (more commonly known as) is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can occur in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing
Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour
The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Measuring the behaviour
Simon Hackett's continuum of behaviour (taken from Farrer and Co. 2017) can be a useful guide to measure the behaviour that has occurred and consider the circumstances around the incident(s). The continuum looks at whether it:
- Is socially acceptable
- Involves a single incident or has occurred over a period of time
- Is socially acceptable within the peer group
- Is problematic and concerning
- Involves any overt elements of victimisation or discrimination eg related to race, gender, sexual orientation, physical, emotional or intellectual vulnerability
- Involves an element of coercion or pre-planning
- Involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power
- Involves a misuse of power

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital and could potentially prevent their behaviour from progressing on a continuum to become more problematic, abusive and/or violent – and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies.

Expected action taken from all staff
All staff should be alert to the well-being of children and young people and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer on peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ (Farrer & Co. 2019).

Although the type of abuse may have a varying effect on the alleged victim and alleged perpetrator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get a true, accurate account of the facts around what has happened, so that nothing is forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents

when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Staff should also be mindful of contextual safeguarding and that wider safeguarding concerns may influence the child's account of the event(s). Alongside this peer pressure and the impact of sharing information about the incident(s) may also influence a child's account.

Gather the Facts
In cases specifically relating to sexual violence and sexual harassment, part 5 of Keeping Children Safe in Education 2019 states that two members of staff (preferably one being the Designated Safeguarding Lead) should be present to manage the report, where possible.

The most appropriate member of staff with the best relationship with the child should be the person alongside the child who wishes to disclose wherever possible. However, staff should always be aware that children may choose to disclose to any member of staff that they feel most comfortable with and therefore all staff need basic training in managing disclosures. In any circumstance the member of staff must make clear to the child that they cannot maintain confidentiality if what is being shared has put or will put the child or another person at risk or harm.

In all circumstances, staff need to speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) A full and clear record of exactly what the young person has said in their own language should be made (and no individual interpretation of the facts made which could impact on the disclosure) and stored following the trust's recording protocol and this should be uploaded to the CPOMS system.

Consider the Intent (begin to Risk Assess)
Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action
If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to the Integrated Contact and Referral Team, children's safeguarding immediately (where a crime has been committed the police should be involved also). If this is the case, once the Integrated Contact and Referral Team has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If the Integrated Contact and Referral Team, children's safeguarding and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that the Integrated Contact and Referral Team, children's safeguarding feel that it does not meet their criteria in which case you may challenge that decision, with that individual or

their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents
If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. Parents would not be informed if by doing so the child was put at further risk of significant harm.

If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the academy must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the academy should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where the academy can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the children involved?
How old are the young people involved in the incident and is there any age difference between those involved?

Where did the incident or incidents take place?
Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?
Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?
Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Child Protection Policy – July 2019

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Outcomes

The outcome of the investigation will follow local threshold guidance. Therefore, either a referral has been made to either the police/social care for a full investigation (Tier 4). It may have resulted in Children's Services undertaking a further assessment (Tier 3) or as a school additional non-statutory services/intervention may have been identified and an early help assessment completed (Tier 2). It may be that on investigation, a decision has been made to hand the incident(s) internally and which case the school may implement a risk assessment plan (Tier 1).

In any of the above outcomes the academy has a duty of care to manage the education needs of both children/young people in which case a risk assessment plan may be needed irrespective of the outcome.

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed (alleged victim)

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour (alleged perpetrator)

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the

young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The academy may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/isolation for a period of time to allow the young person to reflect on their behaviour.

After care
It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Safety Planning
Safety planning is a positive way of supporting a child who may benefit from a planned approach; this may be either the alleged victim or the alleged perpetrator. Safety plans support the child by considering the behaviours that may be risky and plan ways to manage triggers and to seek support from adults and peers. They are inclusive of parents and staff and are a planned intervention to support young people in feeling secure in the school, helping young people identify behaviours that may leave them feeling anxious or at risk and have strategies that they can apply to keep themselves feeling safe. The language of safety planning is more positive than risk assessment and can give security to the child that a joined up approach is being followed by all in school.

Disciplinary Action
Finally, and in some circumstances the academy may need to consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that peer on peer abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before, deciding on appropriate action the academy will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer on peer abuse and the causes of it.

The academy will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the

safety and wellbeing of other children in the academy. Engaging in Fair Access Panel Processes to assist with decision-making associated to managed moves and exclusions can also be beneficial (Farrer and Co. 2019).

Review of Circumstances

Following any incident of harm, it is necessary for the academy to consider if anything could have been done differently. The academy will use the PGSF proforma for internal lessons learnt, to support in identifying under the business model of PGSF what identified changes within the school/setting need to occur. This demonstrates how proactive the academy is in continually reviewing its policies and systems in effectively keeping children safe.

Within Redby Academy the following individuals have special responsibilities: -

- Miss M Wight (Headteacher & Designated Safeguarding Lead)
- Mrs J Carroll (Deputy Headteacher & Deputy Designated Safeguarding Lead)
- Mr P Curtis (Chair of Governors)
- Mrs J Maynard (Named Governor)

The Designated Safeguarding Lead (DSL)

The Academy has appointed a member of the Senior Leadership Team as identified above to be the Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection and has the appropriate authority and training to undertake such as role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2019).

Role of the Designated Safeguarding Lead

In addition to the Designated Safeguarding Lead there is also a Deputy Designated Safeguarding Lead named above who is part of the safeguarding team. This individual is trained to the same standard as the Designated Safeguarding Lead. Whist the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate lead responsibility for child protection will not be delegated and remains with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has a very detailed role (see below).

However, if there is an immediate safeguarding concern and the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead are unavailable please seek immediate support via the Integrated Contact and Referral Team (0191) 561 7007.

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Managing Referrals
- Refer cases of suspected abuse to Integrated Contact and Referral Team.
- Support staff who make referrals to the Integrated Contact and Referral Team.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel Programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (MSET lead), or Female Genital Mutilation and Forced Marriage).

Work with Others
- Act as a point of contact with the three safeguarding partners.
- As required liaise with the case manager (Headteacher, or where the Headteacher is the subject of the allegations the Chair of Governors) and the Designated Officer through Together for Children operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff (especially pastoral staff, school nurses, IT Technicians and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training
The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake prevent awareness raising and in addition to the formal training their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or take time to read and digest safeguarding developments) at regular intervals as required, and at least annually so they:

- Understand and keep up with any developments to their role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the Academy's child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations.
- Understand the importance of information sharing, both within the academy and with the three safeguarding partners, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the academy with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.

Raising Awareness
The Designated Safeguarding Lead should ensure the Academy's policies are known and understand and used appropriately:
- Ensure the Academy's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing

bodies and directors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.

- Ensure the child protection policy is available publicly and parents and carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy within this.
- Link with Sunderland Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where pupils leave the academy ensure their child protection file is transferred appropriately to the new school or college as soon as possible but transferred separately from the main pupil file. It should also be ensured that the file is transferred securely and confirmation of receipt is obtained. This may be through the electronic system CPOMS.
- Receiving schools should ensure key staff such as Designated Safeguarding Leads and SENCOs are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff to discuss any safeguarding concerns.
- Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, in exceptional circumstances availability may be via phone and or skype or other acceptable mediums.
- The designated safeguarding lead and academy will arrange adequate and appropriate cover arrangements for out of hours/out of term activities.

In addition following advice from the Academy's Safeguarding Consultants the Designated Safeguarding Leads will:

- Ensure each member of staff has access to and understands the Academy's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part time staff who may work with different establishments.
- Be aware of all school visits and residentials and clarify with educational visit co-ordinator/group leader their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

- Ensure an effective whole school policy against bullying/cyber bullying inclusive of measures to prevent all forms of bullying among students, is in place.
- Inform the Local Authority/Together for Children of any pupil to be deleted from the school admission register and following missing from Education protocols.
- Inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the academies permission for a continuous period of 10 days or more.

Trustees and Governors

In accordance with best practice Tyne Coast Academy Trust has appointed a Safeguarding Trustee and each academy has a safeguarding governor whose role is to support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

The role of the Safeguarding Trustee and Governors is to:

- Ensure that the board of trustees and governing bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure the Trust Board and Local Governing Body is aware of the changes from Local Safeguarding Children Board's to Safeguarding partner arrangements and the need for the academy to understand their role in effective multi-agency working under the new arrangements.
- Ensure that they liaise with Together for Children operating on behalf of the Local Authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- Ensure that the nominated safeguarding governors hold the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that the Trust contributes to inter-agency working in line with in line with Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2019.
- Ensure that appropriate procedures are in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within Redby Academy.
- Ensure that other organisations using the premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.
- Ensure that procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.
- Ensure the Academy has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to the site follow the academy acceptable use policy/online safety policy.
- Ensure that pupils are taught about safeguarding through Personal, Social, Health and Economic Education (PHSE).
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

Details of the Designated Safeguarding Lead, the Deputy Safeguarding Lead(s) and safeguarding Governor will be displayed in the academy.

The Headteacher
Within Redby Academy the Headteacher is responsible for:
- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL).
- Identifying alternative members of staff to act as Deputy Designated Safeguarding Leads (DDSL's) to ensure there is always cover for the role of DSL in the absence of the DSL.
- Ensuring that the policies and procedures adopted by the Trust, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.
- Liaise with the Designated Officer, Danielle Rose in the event of an allegation of abuse being made against a member of staff.

Information for Parents
At Redby Academy, Trustees, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the academy has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to following Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA) and inform the Integrated Contact and Referral Team or police of their concerns.

Procedures
The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will be informed immediately by an employee of the academy, pupil of the academy, parent of the academy, other persons, in the following circumstances

- Suspicion that a pupil is being harmed
- There is evidence that a pupil is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:
- Ill-treatment
- Impairment of health (as compared to a similar child)
Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working together 2018 defines the categories of harm as:

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.

Neglect
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including

exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
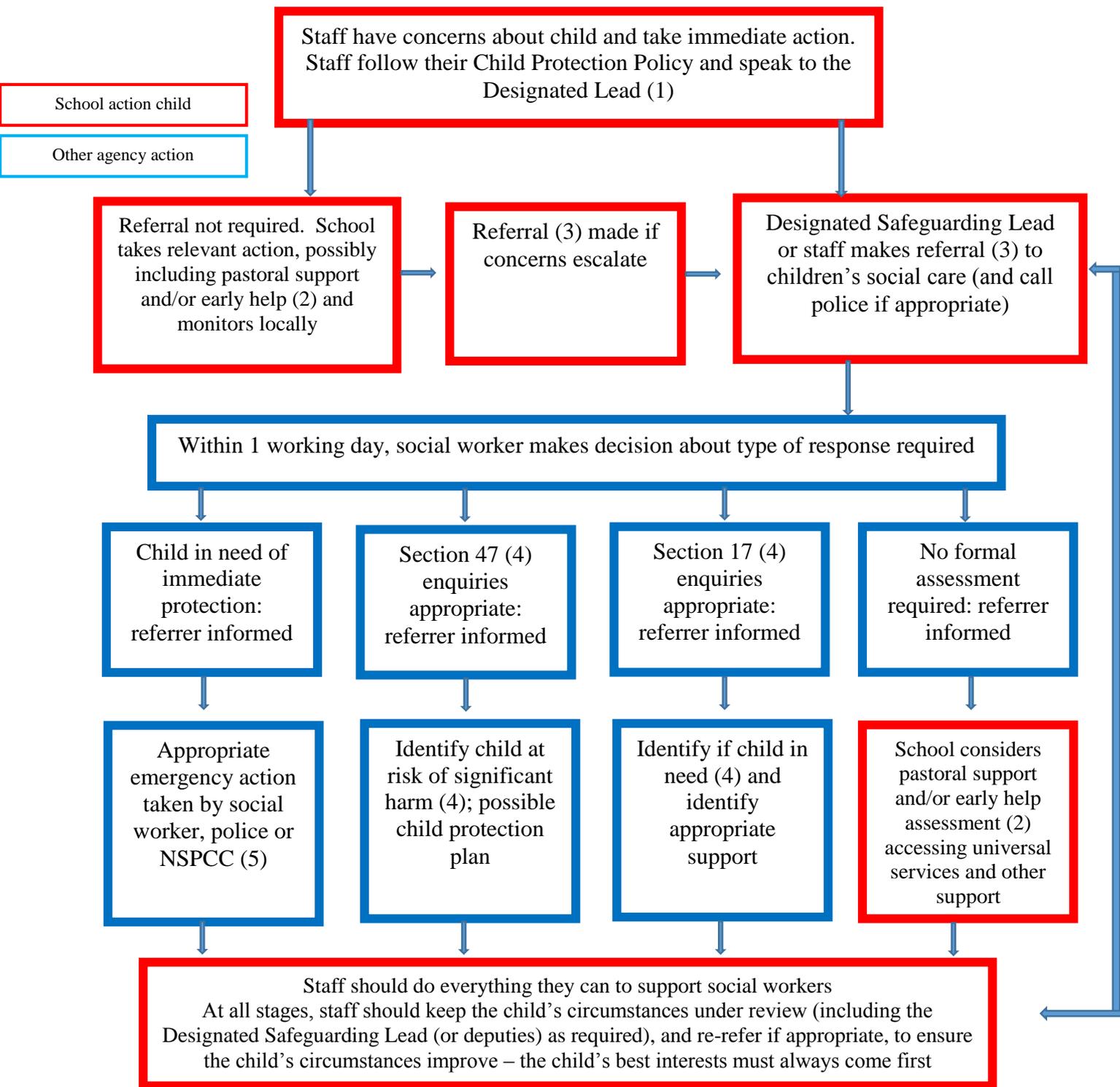
Sexual Abuse
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse 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.

Emotional Abuse
The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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 though it may occur alone.

The Designated Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

From KCSIE 2019 page 16

Actions where there are concerns about a child

Staff have concerns about child and take immediate action. Staff follow their Child Protection Policy and speak to the Designated Lead (1)

School action child

Other agency action

Referral not required. School takes relevant action, possibly including pastoral support and/or early help (2) and monitors locally

Referral (3) made if concerns escalate

Designated Safeguarding Lead or staff makes referral (3) to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about type of response required

Child in need of immediate protection: referrer informed

Section 47 (4) enquiries appropriate: referrer informed

Section 17 (4) enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC (5)

Identify child at risk of significant harm (4); possible child protection plan

Identify if child in need (4) and identify appropriate support

School considers pastoral support and/or early help assessment (2) accessing universal services and other support

Staff should do everything they can to support social workers
At all stages, staff should keep the child's circumstances under review (including the Designated Safeguarding Lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2019
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, and early help inter-agency assessment should be arranged. Chapter One of Working Together to Safeguard Children provides details 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. This can include s17 assessments of children in need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of Working Together to Safeguarding Children
5. This could include applying for an Emergency Protection Order (EPO)

Safe schools/ Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with policy:

Whistle Blowing/Confidential Reporting

The Academy's whistleblowing/confidential reporting policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Complaints/Allegation Management Towards or with a Child or Adult

A Safeguarding complaint involving a member of staff must be reported to the Headteacher or immediately. If the complaint involves the Headteacher this must be reported to the Chair of Governors.

Consultation without delay with the Designated Officer Danielle Rose Tel: 0191 561 3901 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/ senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcomes reached must be noted to ensure closure. http://www.safeguardingchildrensunderland.com/

Training and Support

All staff members should be aware of systems within the academy which support safeguarding and these should be explained to them as part of their induction into the academy to ensure they can discharge their responsibilities effectively. This includes the child protection policy, the staff behaviour policy, safer working practice document, part one of Keeping Children Safe in Education 2018 and details of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads.

All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body will decide the frequency and content of this CPD. Within the Trust whole school training is held annually. In addition, all staff members should receive regular safeguarding and child protection training updates via CPD sessions as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively with opportunities to contribute to reviewing and shaping the safeguarding arrangements within the academy inclusive of the Child Protection Policy.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Redby Academy recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA) http://www.safeguardingchildrensunderland.com/

Record Keeping

Well-kept records are essential to good Safeguarding practice. Redby Academy is clear about the need to record any concerns, discussions held, decisions made and the reasons for those decisions about a child of children within its care. All staff will follow the Academy's information sharing and recording

policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Safeguarding recording within Redby Academy is held electronically through a secure management information systems of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving our Academy we follow the appropriate transfer procedures and retention guidelines. Redby Academy started electronic recording from 1 September 2017. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

In the event of Redby Academy being invited to attend Child Protection conferences, the Designated Safeguarding Lead or nominated deputy will represent the academy and or identify the most appropriate trained member of staff to provide information relevant to the child protection conference (initial/review). Within the Academy one of the safeguarding team will always attend a conference (initial/review).

This policy has been informed by the following:

It has been informed by the following legislation and national & local guidance

Education Act 2002 Section 175
www.**legislation**.gov.uk/ukpga/**2002**/32/**section**/**175**

Education (Independent School Standards) Regulations 2014
http://www.legislation.gov.uk/uksi/2014/3283/schedule/made

Non-Maintained Special Schools (England) Regulations 2015
http://www.legislation.gov.uk/uksi/2015/728/made

Keeping Children Safe in Education 2019
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Children Act 1989/2004
http://www.legislation.gov.uk/ukpga/2004/31/contents

Working together to safeguard children (2018)
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Sunderland Safeguarding Children Board Procedures
www.safeguardingchildrensunderland.com

Early help Referral Form
https://www.togetherforchildren.org.uk/professionals/early-help

CP Referral Form

https://www.togetherforchildren.org.uk/professionals/integrated-contact-referral-team

What to do if you are worried a child is being abused 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Equality Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance

Information Sharing: Advice for Practitioners providing safeguarding services
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Data Protection Act 1998
http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted

General Data Protection Regulations, 2018
https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Sexual Offences Act 2003
http://www.legislation.gov.uk/ukpga/2003/42/contents

Safeguarding Vulnerable Groups Act 2006
http://www.legislation.gov.uk/ukpga/2006/47/contents

Freedom of Information Act 2000
http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Public Sector Equality Duty Guidance for Schools in England
https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england

School attendance: Guidance for schools
https://www.gov.uk/government/publications/school-attendance

Farrer and Co: Peer on Peer Abuse Toolkit. December 2017.
https://www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf

DFE: Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies. July 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

DFE: Sexual Violence and Sexual Harassment between Children in Schools and Colleges. December, 2017
https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

UKCCIS: Sexting in Schools and Colleges
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

This policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our trust at any time that local solutions such as front door services in social care or the DO details change. This policy may also be amended following the annual review with staff where our trust or individual academy's procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

Academic Year	Academy	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
2017/2018	Redby	Miss M Wight	Mrs J Carroll	Mr J Maynard
2017/2018	Redby	Miss M Wight	Mrs J Carroll	Mr J Maynard
2018/2019	Redby	Miss M Wight	Mrs J Carroll	Mr J Maynard
2019/2020	Redby	Miss M Wight	Mrs J Carroll	Mr J Maynard

Review Date	Changes made	Ratification Date by Governors
November 2015	Reviewed Policy in line with Keeping Children Safe in Education July 2015	November 2015
September 2016	Reviewed Policy in line with Keeping Children Safe in Education September 2016	November 2016
June 2017	Amended Designated Officer Details	June 2017
September 2017	Annual Review	September 2017
September 2018	Reviewed Policy in line with Keeping Children Safe in Education September 2018	September 2018
October 2019	Reviewed Policy in line with Keeping Children Safe in Education September 2019	October 2019

Appendix 1

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE Advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE Advice
	Relationship Abuse: Disrespect Nobody	Home Office Website
Bullying	Preventing bullying, including cyberbullying	DfE Advice
Children and the courts	Advice for 5-11 year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
Children missing from education, home or care	Children missing education	DfE Statutory Guidance
	Child missing from home or care	DfE Statutory Guidance
	Children and adults missing strategy	Home Office Strategy
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Exploitation	County Lines: Criminal exploitation of children and vulnerable adults	Home Office Guidance
	Child sexual exploitation: Guide for practitioners	DfE Guidance
	Trafficking: Safeguarding children	DfE & HO Guidance
Drugs	Drugs: Advice for schools	DfE & ACPO Advice
	Drug strategy 2017	Home Office Strategy
	Information and advice on drugs	Talk to Frank Website
	ADEPIS platform sharing information and resources for schools: Covering drug (& alcohol) prevention	Website developed by Mentor UK
'Honour Based Violence' (so called)	Female genital mutilation: Information and resources	Home Office
	Female genital mutilation: Multi agency statutory guidance	DfE, DH and HO Statutory Guidance
	Forced marriage: Information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: Safeguarding children	DfE, DH and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England Resources
	Medical conditions: Supporting pupils at school	DfE Statutory Guidance
	Mental health and behaviour	DfE Advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: Responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private Fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering	DfE Statutory Guidance
Radicalisation	Prevent duty guidance	Home Office Guidance

Child Protection Policy – July 2019

	Prevent duty advice for schools	DfE Advice
	Educate against hate website	DfE & Home Office
Violence	Gangs and youth violence: For schools and colleges	Home Office Advice
	Ending violence against women and girls 2016-2020 strategy	Home Office Strategy
	Violence against women and girls: National statement of expectations for victims	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE Advice
	Serious violence strategy	Home Office Strategy

Child Protection Policy – July 2019