

Conyers School
Child Protection Policy

Date: August 2023

Policy Review Cycle: Annually

Review Assigned to: Conyers Care Support & Guidance Committee

Purpose and aim

Conyers School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that all forms of harm/abuse including extra familial harm can occur in all communities and contexts (home, school, online and local area) 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 Conyers School creates a safe space where children are supported, listened to and responded to effectively, as well as valued in what they choose to share and that ALL staff act swiftly 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 that 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 confidentially, sensitively and professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed within Conyers School to keeping children safe and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our students' parents and visitors to share this commitment and understanding.

Introduction

Conyers School fully recognises the contribution it can make to keeping children safe and supporting the students in its care. There are four main elements to Conyers School's Child Protection Policy:

- **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to students, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including, but not limited to, harassment, bullying/cyber-bullying, prejudice-based and discriminatory bullying, victimisation, sexual abuse (including sexual harassment/violence and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation (extremism, radicalisation and terrorism) and issues such as 'Honour' Based Abuse, Female Genital Mutilation and Forced Marriage).
- **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, Paul Plows, Director of Care, Support and Guidance or Deputy Designated Safeguarding Lead, Charlotte Taylor, or the Children's Hub Hartlepool and Stockton on Tees (Tel 01429 284284/01642 130080) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM since October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
- **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).
- **Support** (for students and school staff and for children who may be vulnerable due to their individual circumstances or extra-familial harm and taking action to enable all children to have the best outcomes).

All staff have the added responsibility of recognising there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability.

All school and college staff should be particularly alert to the potential need for early help for a child who:

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

(KCSIE 2023)

All staff have a responsibility to recognise child abuse, neglect and child on child abuse in its many forms by exercising professional curiosity at all times. This means that ALL staff will take a 'zero tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Additional guidance on how our school supports the following areas of 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 2023. Where the school 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, 2023 Annex B, include

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Children in the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic Abuse
- Homelessness
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Preventing Radicalisation
- The Prevent duty
- Channel
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Serious violence
- So called 'Honour Based Abuse' inclusive of Female Genital Mutilation (FGM) and Forced

- Marriage.
- FGM
- FGM mandatory reporting duty for teachers
- Forced Marriage
- Additional advice and support

(KCSIE 2023)

AS 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 issues being recognised, information should be shared directly with the Designated Safeguarding Lead (or Deputies) which will result in the situation being recorded, evaluated and support offered in school or the student(s) being referred to specific services. This policy applies to Conyers School's whole workforce.

Framework and Legislation

No school operates 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 Hartlepool and Stockton on Tees Safeguarding Children's Partnership, which includes the partnership of several agencies who work with Children and families across the Borough.

Conyers School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Hartlepool and Stockton on Tees Safeguarding Children's Partnership <https://www.hsscp.co.uk/> 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*)

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 is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Children's Hub Hartlepool and Stockton on Tees undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2023 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 2023 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

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 maltreatment and abuse inside or outside of the family home; (including in addition to the four categories of harm, issues such as sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), child criminal exploitation (CCE), child sexual exploitation (CSE), county lines and serious youth violence, Honour Based Abuse (HBA) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, radicalization, (extremism, radicalisation and terrorism), harassment, bullying including cyber-bullying, prejudice-based and discriminatory bullying and victimisation, preventing impairment of children's health (physical and mental 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. This includes everyone under the age of 18.

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 at Conyers School hold a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of harm, abuse or neglect or exploitation at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy with all staff, students and volunteers, it is important that ALL staff:

- Ensure that they clearly understand the school's systems and procedures for sharing information to safeguard and promote the welfare of children as shared in this policy.
- Ensure that they listen to and reflect on the voice of the child at ALL times (taking the child's wishes and feelings into account) and reassure them that they will take seriously any concerns raised to them by the child and both support them and keep them safe. This will include determining what action to take and what services to provide on behalf of the child in need (for non-safeguarding concerns).
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately and consistently promote a culture of vigilance in school, where concerns are shared and dealt with as soon as possible. (However, ALL staff can refer their concerns directly to The Children's Hub Hartlepool and Stockton on Tees if necessary and the police in the stated incidents above and all staff should be aware of their local referral process to Local Authority children's social care. They will inform the Designated Safeguarding Lead (or Deputies) as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead (or Deputies) information shared with them by a child or directly observed/witnessed it and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to the Conyers School's recording and information sharing policy/procedure. Staff should never let fears of sharing information stand in the way of the need to safeguard and promote the welfare of children.
- Ensure that they feel confident in reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- Ensure that they are aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognize their experiences as harmful. Therefore, all staff should ensure that they exercise their professional curiosity and speak to the Designated Safeguarding Lead if they have concerns about a child. This also means considering how best to build trusted relationships with children and young people which facilitate communication.

- Ensure that they maintain an attitude of **‘it could happen here’** in respect of any safeguarding issues and report any concerns regarding the behaviour of a child /an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school’s safeguarding regime through whistleblowing procedures and the Staff Behaviour/Code of Conduct inclusive of ‘Low-Level’ Concerns Policy.
- Ensure that they receive appropriate safeguarding and child protection training (including online safety which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. This training will be regularly updated. In addition, all staff will receive updates as required and at least annually to support them in recognizing the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure from the 1st July 2015 for schools that under the Counter Terrorism and Security Act, April 2015 that the school has ‘Due regard To Prevent’ and to assess the risk of children and young people being radicalised drawn into extremism/terrorism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where staff discover that an act of FGM appears to have been carried out.
- Ensure that staff understand through online safety training that technology is a significant component in many safeguarding and wellbeing cases and the additional risks for pupils online and continue to promote the School’s Online Safety Policy in the protection of all students.

It is clear in the school’s online safety policy (Acceptable Use Policy) the expectations of pupils regarding their devices whilst on school site and the consequences of any evidence of inappropriate use of the internet. This includes using smart technology to sexually harass, share indecent images (consensually or non-consensually) and view and share pornography and other harmful content. In regards to pupils' mobile or smart technology including 3, 4 and 5G, Conyers School teaches appropriate use via the RSE/PD and the e-safety curriculum.

- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school’s commitment to keeping children safe through reminding visitors and parents of the school’s appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

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

The Designated Safeguarding Lead

Conyers School has appointed from our Executive Team, Paul Plows, to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection, a role which carries a significant level of responsibility. The Designated Safeguarding Lead has the appropriate status and authority within the school to carry out the duties of the post and is given the additional time, funding, training, resources and support needed to carry out the role effectively. The Designated Safeguarding Lead will also 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 2023).

Role of the Designated Safeguarding Lead

At Conyers School we have appointed the following Deputy Designated Leads Charlotte Taylor and Chris Coleman, who are part of the Safeguarding Team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst 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. Any deputies will be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Lead (or Deputies) are unavailable please seek immediate support via the Children's Hub Hartlepool and Stockton on Tees (Tel 01429 284284 or 01642 130080).

The broad areas of responsibility for the designated safeguarding leads are identified here:

Availability

During term time the Designated Safeguarding Lead (or Deputies) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If the Designated Safeguarding Lead or Deputies are not available in person the Headteacher or Deputy Headteacher should be available and liaise with the Designated Safeguarding Lead as required.

Manage referrals

The Designated Safeguarding Lead is expected to refer cases:

- Of suspected abuse to the Children's Hub Hartlepool and Stockton on Tees and support staff who make referrals to the Children's Hub Hartlepool and Stockton on Tees.
- To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Where a crime may have been committed to the Police as required.

Work with others

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners (Hartlepool and Stockton on Tees Safeguarding Children Partnership)
- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirements for children to have an Appropriate Adult (PACE Code C 2019).
- As required liaise with the case manager (Headteacher or where the Headteacher is the subject of the allegations the Chair of Trust and the Designated Officer, operating on behalf of the Local Authority, for child protection concerns (all cases which concern a staff member).
- Liaise with staff (especially teachers, pastoral support 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 so that the children's needs are considered holistically.
- Act as a source of support, advice and expertise for all staff.
- Liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

- Ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognizing that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the Child Protection file

The Designated Safeguarding Lead is responsible for ensuring the child protection files are kept up to date.

Information should be kept confidential and stored securely.

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice.

Where children leave the school (including mid-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred appropriately to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. This should be through an electronic system (CPOMS) by the end of the academic year. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, 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.

Raising Awareness

The Designated Safeguarding Lead should

- Ensure each member of staff has access to and understands the school/college's Child Protection Policy and procedures.
- Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Hartlepool and Stockton on Tees Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

Training, Knowledge and Skills

The Designated Safeguarding Lead and Deputies should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated every two years and should provide a good understanding of the role helping them to:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- 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.
- Understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners (Hartlepool and Stockton on Tees Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Understand and support the school 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 or college.
- 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, amongst all staff, in any measures the school may put in place to protect them.

Staff training needs are regularly monitored.

Providing support to staff

Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- Ensure that staff are supported during the referrals processes;
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

The Designated Safeguarding Leads should be supported in developing knowledge and skills to:

- Understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer, including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners,
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Taken from Keeping Children Safe in Education, 2023: Annex C.

In addition the Designated Safeguarding Lead will:

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and Child on Child Abuse Policy and the Staff Behaviour/Code of Conduct (inclusive of 'Low Level' Concern, allegations against staff and whistleblowing) Policy, especially new or part-time staff who may work with different

establishments.

- Be aware of all school excursions and residentials and clarify with the educational visit coordinator / group leader(s) their role and responsibility in connection with safeguarding / child protection.
- Ensure that a Professional Supervision Policy is in place for all Designated Safeguarding Leads
- Ensure that a whole school policy for Induction is in place for all new starters, including members of the workforce and volunteers, to induct them thoroughly into all key aspects of their role and responsibility in school
- Ensure a whole school policy about managing behaviour effectively is in place to ensure a good and safe educational environment for all children (see Conyers School Behaviour Policy).
- Ensure an effective whole school policy against bullying/cyber-bullying, prejudice- based and discriminatory bullying inclusive of measures to prevent all forms of bullying among students is in place, as per the school Behaviour Policy.
- Ensure that an effective record keeping policy regarding information on children's welfare is in place.
- Inform the LA of any student to be deleted from the school admission register.
- Inform the LA of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.

Responsibilities of Conyers School's Local Governing Body / The 1590 Trust Board

The Governing Body at Conyers School has a strategic leadership responsibility for Conyers School's safeguarding arrangements and will ensure that the school complies with its duties under legislation including the obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018 (UK GDPR) and their local multi-agency safeguarding arrangements.

Governing Bodies should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Keeping Children Safe in Education 2023, including confirming that all policies and procedures adopted by the Governing Body (particularly those concerning referrals of cases of suspected abuse or neglect) are understood, and followed by all staff. The Governing Body will also ensure that all Governors receive appropriate safeguarding and child protection (including online which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction. This training will equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place in Conyers School are effective and support the delivery of a robust whole school approach to safeguarding.

At Conyers School, the senior lead Governor for Safeguarding is Julia Gerrard, the Chair of the Conyers Local Governing Body's Care, Support and Guidance Committee.

The role of this individual is to:

- Ensure that the allocation of additional time, funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge and test its effectiveness.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the Governing Body receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body or proprietors are aware of the changes to Local Safeguarding Children Partnership arrangements and the need for the school to understand their role in effective multi-agency working under the new arrangements.

In Conyers School, the Chair holds these additional responsibilities as they do not hold the safeguarding portfolio.

- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher of a school or a member of the governing body of the school.

- Ensure that in the event of allegations of abuse being made against staff (including supply staff, volunteers and contractors) or the Headteacher where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Conyers Local Governing Body for Safeguarding holds 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 all staff receive regular safeguarding and child protection updates including online safety as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Governors should also ensure that this training is integrated, aligned and considered as part of the whole school or college's safeguarding approach and culture of vigilance.
- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure to inappropriate and harmful online material. This includes ensuring that an effective whole school approach to online safety is in place to empower the school to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene in and escalate any concerns where appropriate. This also means confirming that staff, pupils and visitors to their site follow Conyers School's Acceptable Use Policy and E-Safety policies. Governors will also ensure that this is regularly reviewed and risk assessed to keep up with evolving cyber-crime technologies and that parents and carers are communicated with to reinforce the messages of children staying safe online (inclusive of online sites that children access and who, from the school, they talk to online, for example remote education).
- Ensure that children are taught about safeguarding, keeping themselves and others safe, including online safety through Relationships and Sex Education and that this approach to teaching is tailored to meet the specific needs and vulnerabilities of individual children and how they identify, including children who are victims of abuse, children with special educational needs or disabilities and children who identify as lesbian, gay, bi or trans (LGBT).
- Ensure that a designated teacher is appointed to promote the educational achievement of Children / Young People In Our Care – CYPIOC looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for Children / Young People In Our Care – CYPIOC (looked after children) will be used.
- Ensure that when mental health problems have been identified there are routes to escalate and clear referral systems.
- Ensure their Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. 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.
- Ensure that where children may need to learn online at home, there are clear, safe and effective protocols and provisions in place.
- Ensure that Conyers School's premises are rented or hired to organisations or individuals that have appropriate safeguarding and child protection policies and procedures in place to keep children safe and that appropriate liaison occurs between organisations and school on any safeguarding matters. 'Guidance on keeping children safe in out-of-school settings' (DfE) details the safeguarding arrangements that schools and college should expect these providers to have in place.

Information for Parents –

At Conyers School, 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 school 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 follow Hartlepool and Stockton on Tees Safeguarding Children Partnership Arrangements and inform the Children’s Hub Hartlepool and Stockton on Tees or police of their concern.

Procedures

The Designated Safeguarding Lead (or Deputies) will be informed immediately by an employee of the school, student of the school, parent of the school, other persons, in the following circumstances

- Suspicion that a child is being harmed
- There is evidence that a child 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 2023 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

*The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and ALL staff should be aware of it.

**It is more likely that girls will be victims and boys perpetrators but all child on child abuse is unacceptable and will be taken seriously.

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.

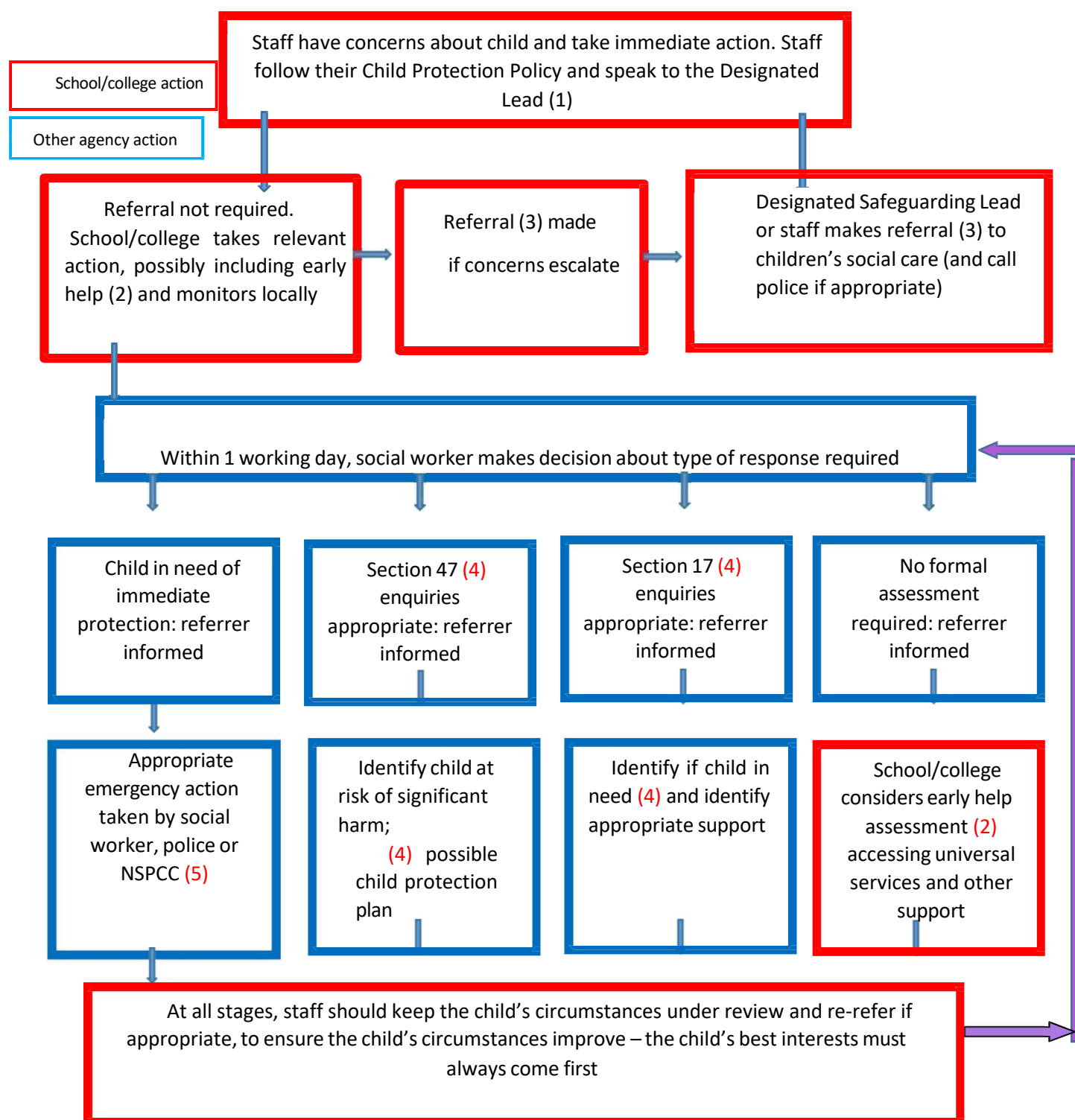
Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Staff should be aware that experience and indicators of girls who are criminally exploited can be very different to boys, but for both boys and girls being criminally exploited they may be at higher risk of sexual exploitation. Staff should also be aware of the indicators that signal a child is at risk from or involved in serious violent crime, for example being missing from education, changing friendships, a decline in school performance, self-harming and unexplained gifts and possessions. Staff should be able to recognise the risk factors that increase the likelihood of involvement in serious violence, such as being male, being absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Children's Hub Hartlepool and Stockton on Tees, if necessary. These records may be either handwritten or electronic but will be stored via a secure system (Moving to a fully electronic system by the end of the academic year). The Headteacher will be kept informed at all times.

From KCSIE 2023 Actions where there are concerns about a child



In cases which also involve an allegation of abuse against a staff member, see Part Four of KCSIE 2019. 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.

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 Safeguard Children

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

Safe Schools / Safe Staff

Conyers School Governing Body have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy.

Whistleblowing / Confidential Reporting Policy

Conyers School's Whistleblowing/Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff has concerns about an adult's behaviour.

Management of a safeguarding concern or allegation about an adult that does or does not meet the harm threshold:

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) harming or posing a risk of harm to children, then this should be referred to the headteacher; where there are concerns/allegations about the headteacher, this should be referred to the Chair of the Trust via whistleblowing@conyers.org.uk Staff may consider discussing any concerns with the school's Designated Safeguarding Lead and make any referral via them.

Consultation without delay with the Designated Officer Phil Curtis at the Children's Hub Hartlepool and Stockton on Tees, **Tel: 01429 401844** will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher /a 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 outcome reached must be noted to ensure closure. <https://hsscp.co.uk/>

Where this concern does not meet the harm threshold, all staff should continue to follow their staff behaviour/code of conduct inclusive of 'low-level' concerns policy and share information with the Headteacher. This concern may be where an adult's behaviour is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work but does not meet the allegation threshold.

Training and Support

All staff members should be aware of the systems within Conyers School which support safeguarding and these are explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: the school's Child Protection Policy; the policy and procedures to deal with peer on peer/child on child abuse; the Behaviour Policy (which should include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying), the Staff Behaviour/Code of Conduct (inclusive of 'Low Level' concern), allegations against staff and whistleblowing policy (sometimes called a Code of Conduct, at Conyers, this incorporates the Staff Handbook and the Teachers' Standards); Safer Working Practice Document, the safeguarding response to children who go missing from education and the role and identity of the Designated Safeguarding Lead and their nominated Deputies.

All staff members receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. Our CPD for staff is integrated, aligned and considered as part of our whole school safeguarding approach, wider staff training and curriculum planning. The governing body decides the frequency and content of this CPD. At Conyers School our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held termly or internal CPD as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school 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. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or Deputies) and Local Authority children's social care. Conyers School recognises that the only purpose of confidentiality in this respect is to benefit the child. Hartlepool and Stockton on Tees Safeguarding Children Partnership <https://www/hsscp.co.uk>

Record Keeping

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. All staff will follow the school'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.

Well-kept records are essential to good safeguarding practice. Conyers School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care.

All records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome (Purpose, Action and Outcome).

Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. Information regarding children who have required statutory intervention at any point in their school career will automatically be shared with the receiving school. This is to ensure that all children are given the right support and intervention and information is shared strictly on a need to know basis.

Safeguarding Recording with Conyers School is held electronically through the secure management system CPOMS. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.

Appropriate staff have received training covering recording expectations and retention. At Conyers School we started electronic recording during the academic year 2019-20. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

In the event of Conyers School being invited to attend Child Protection Conferences, the Designated Safeguarding Lead or Deputies will represent the school or the school will identify the most appropriate trained member of staff to provide information relevant to the Child Protection Conference (Initial/Review). In the event that those staff members cannot attend, the school will aim to send a written report in advance of the meeting or send a trained member of staff, for example a Pastoral Manager or the school SENCO.

Supporting Children

Conyers School 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. Conyers School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children 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 Operation Encompass Lead with regards to domestic violence incidents and offer wellbeing checks to our students if we are contacted following an incident which has occurred in one of our student's homes.

Conyers School also recognises that children are capable of abusing their peers. Child on Child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No Child on Child 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 students who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Child on Child Abuse Policy for detailed information.

Therefore, Conyers School will endeavour to support all its students through a clear set of values and standards upheld and demonstrated throughout all aspects of school life:

- The curriculum, to encourage self-esteem, self-motivation, self- protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all students 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 that provides preventative education which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- 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 both on and off line. This can include topics covered as part of Relationships and the Relationships and Sex Education and Health Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime. Such a curriculum will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities) and will include: healthy and respectful relationships, boundaries and consent, stereotyping, prejudice and equality, body confidence and self - esteem, how to recognise an abusive relationship, including coercive and controlling behaviour, the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called ‘Honour’ – Based Abuse such as Forced Marriage and Female Genital Mutilation (FGM) and how to access support and what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- A whole school approach to online safety that considers the four areas of risk: Content; being exposed to illegal, inappropriate or harmful content, for example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism. Contact; being subjected to harmful online interaction with other users; for example peer on peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes. Conduct; personal online behaviour that increases the likelihood of, or causes harm; for example making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying). Commerce; risks such as online gambling, inappropriate advertising, phishing and/or financial scams.
- A coherent management of Behaviour and Discipline Policy and Procedures inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies who support children and parents
- A commitment to develop productive, supportive relationships with parents whenever it is in the child’s interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Conyers School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an Education Health and Care Plan or 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 SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential for children with SEND and certain medical conditions and disabilities being disproportionately impacted by behaviours such as bullying (including prejudice-based 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, we provide extra pastoral support for children with SEN and certain medical conditions.

Conyers School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children 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 School Recruitment and Selection policy** - inclusive of safer recruitment guidance and regulation for example a **Single Central Record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside of the UK for the workforce who are in regulatory activity (enhanced DBS, children's /adult barred list, prohibition from teaching Section 128 check for management positions) and supervision of those who do not meet this requirement.
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an ongoing culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: requires governing bodies of maintained schools to ensure that at least one member of a recruitment panel must undertake safer recruitment training to satisfy all the requirements in statutory guidance in Keeping Children Safe in Education 2023 and Working Together 2018. At Conyers School as an academy we share this commitment.
- Stockton Schools Human Resources Manual – policies and procedures
- **Staff Behaviour Policy** (code of conduct) inclusive of low-level concerns, allegations against staff, whistleblowing Policy and Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in education settings 2022. Conyers School 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.
- Conyers School will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust)

- **Behaviour Policy** – inclusive of the Use of Reasonable Force / positive handling and confiscating and searching.
- **Anti-Bullying Policy/ Online Bullying Policy.**
- E-safety policy / (Acceptable Use Policy) inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school setting and appropriate filtering and monitoring on school devices and school networks/student expectations regarding their devices)
- **Remote/home learning policy** inclusive of all expectations for children learning at home.
- **Record keeping policy** inclusive of all procedures around the recording, storing and transferring of information regarding children.
- **Inclusion & Special Education Needs Policy**
- **The Schools Educational Visits / Off Site Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or students being creatively educated.
- **Child on Child Abuse Policy**
- **Mental Health and Wellbeing Policy/Process/Plan**
- **Photographic & Digital Imagery Policy** with parental consent forms annually signed.
- **Administration of Medicines Policy** and Procedures with trained staff who manage this.
- **Students with Medical Needs Policy** and implications for the workforce, students and partnership with parents
- **Attendance Management Policy/Children who are absent from education** - school management for attendance including children being absent from education for prolonged periods and/or repeat occasions (persistently absent) and the partnership with the LA in reporting children missing from education and those deleted from the school'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 (GDPR)** (internal and external exchange of information)
- **Looked after Children Policy** inclusive of a named LAC teacher (Claire Pack) whose role is to champion the achievement of Children / Young People In Our Care – CYPIOC (LAC) in our school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the Children / Young People In Our Care – CYPIOC (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 students safety.
- **Single Equality Scheme**
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.
- **Relationship and Sex Education (RSE) Policy** inclusive Health Education content.

The template for this policy has been developed in partnership with members of CAPE (National Group of Education Leads for Safeguarding and Child Protection across the North West/East), Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014-2023 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

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

Link	Source
https://www.legislation.gov.uk/ukpga/2009/22/section/ZA2	Apprenticeships, Skills, Children and Learning Act 2009 (as amended)

http://www.legislation.gov.uk/ukpga/2004/31/contents	Children Act 1989/2004
https://www.teescpp.org.uk/forms/safer-referral-form/	CP Referral Form
http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted	Data Protection Act 2018
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2?scrybrkr=43bf9f42	DfE Statutory framework for the Early Years Foundation Stage (EYFS) Sept 2023
www.legislation.gov.uk/ukpga/2002/32/section/175	Education Act 2002 Section 175
http://www.legislation.gov.uk/uksi/2014/3283/schedule/made	Education (Independent School Standards) Regulations 2014
https://www.legislation.gov.uk/en/ukpga/2021/16/enacted	Education and Training (Welfare of Children) Act 2021
https://www.gov.uk/guidance/equality-act-2010-guidance	Equality Act 2010
https://www.gov.uk/guidance/data-protection-in-schools?scrybrkr=43bf9f42	General Data Protection Regulations, 2018
https://www.equalityhumanrights.com/en/human-rights	Human Rights Act, 1998
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice?scrybrkr=43bf9f42	Information Sharing: Advice for Practitioners providing safeguarding services
http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf	Freedom of Information Act 2000
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?scrybrkr=43bf9f42	Keeping Children Safe in Education 2023
https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice?scrybrkr=43bf9f42	Keeping children safe in out-of-school settings
http://www.legislation.gov.uk/uksi/2015/728/made	Non-Maintained Special Schools (England) Regulations 2015
https://dera.ioe.ac.uk/id/eprint/16086/1/public_sector_equality_duty_guidance_for_schools_in_england_final.pdf	Public Sector Equality Duty Guidance for Schools in England
http://www.legislation.gov.uk/ukpga/2006/47/contents	Safeguarding Vulnerable Groups Act 2006
https://www.gov.uk/government/publications/school-attendance	School attendance: Guidance for schools
http://www.legislation.gov.uk/ukpga/2003/42/contents	Sexual Offences Act 2003
https://www.hsscp.co.uk/	Hartlepool and Stockton on Tees Safeguarding Children Partnership
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf	What to do if you are worried a child is being abused 2015
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2?scrybrkr=43bf9f42	Working together to safeguard children HM GOV (2023)

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School'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.

Child on Child Abuse Policy and Procedure Guidance

Addendum to the Child Protection Policy

Introduction

Keeping Children Safe in Education, 2023 states that ‘Governing bodies and proprietors should ensure they facilitate a whole school/college approach to safeguarding. This means involving everyone in the school, and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at heart’. Furthermore, ‘Where there is a safeguarding concern, Governing Bodies, Proprietors and school/college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. The school safeguarding policies and procedures should be transparent, clear and easy to understand for staff, pupils, students, parents and carers. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback’.

All staff should be aware that children can abuse other children (child on child abuse) and that it can happen both inside and outside of school/college and online (extra familial harm). It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their school/college it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding child on child abuse they should speak to their Designated Safeguarding Lead (or deputy).

This means ALL staff will take a zero tolerance approach to any unacceptable behaviour, including ‘banter’ and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

- Bullying (including online bullying, prejudice-based and discriminatory bullying);
- Hate incidents and hate crimes which may also include an online element;
- Abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Racism;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element);
- Harmful sexual behaviour (HSB) which is developmentally inappropriate sexual behaviour which is displayed by children and young people which is harmful or abusive. HSB can occur online and/or face to face, and can also occur simultaneously between the two – and includes, for example:
 - Sexual violence such as rape assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages physical abuse);
 - Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse;

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

Online sexual harassment this may be stand-alone or part of a wider pattern of sexual violence and/or harassment. It may include: consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery); sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages, including on social media, sexual exploitation, coercion and threats, and coercing others into sharing images of themselves or performing acts they are not comfortable with online. (Farrer and Co, 2022). (KCSIE, 2023)

At Conyers School we are committed to the prevention, early identification and appropriate management of child on child 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 safeguarding approach to preventing and responding to child on child abuse. This policy is preventative in its response to child on child 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 policy will also encourage parents to share information about any risk of harm to their child and be clear on the school's expectations of how this will be managed. (Farrer and Co, 2022).

All staff and governors have signed to say that they have read, understood and agreed to work within this policy framework and parents have access to this policy.

This policy will be updated annually.

Purpose and Aim

'Research from Farrer and Co has shown that many children who present with harmful behaviour towards others, in the context of child on child abuse, are themselves vulnerable and may have been victimised by other children, parents or adults in the community *prior to their abuse of another child/other children.* (Farrer and Farrer, 2022)

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

At Conyers School we have the following policies in place that should be read in conjunction with this policy:

Child Protection Policy

Anti-Bullying Policy

Online Safety Policy

Acceptable Use Policy

Data Protection Policy

Retention of records Policy

Children Missing from Education Policy

Attendance Policy – including children who
are absent from education

Behaviour and Discipline Policy

Mental Health Policy/Procedure/Process

Weapons Policy (part of the school Positive Behaviour Policy)

Framework and Legislation

This policy is supported by the key principles of the Children's Act 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together to Safeguard Children 2023, highlighting that "Anyone working with children should see and speak to the child, listen to what they say, observe their behaviour, take their views seriously, and work with them and their families and the people who know them well when deciding how to support their needs" (Working Together to Safeguard Children, 2023). This is clearly echoed by Keeping Children Safe in Education 2023 through ensuring procedures are in place in school to hear the voice of the child and to be mindful of the contexts children live in.

At Conyers School we are committed to the following described preventative strategies to protect and support children from child on child abuse.

Preventative Strategies for Schools and Settings

Recognition

At Conyers School we have appropriate strategies in order to prevent the issue of child on child abuse rather than responding reactively.

At Conyers School we recognise that child on child abuse can and will occur on any site even with the most stringent of policies and support mechanisms and that even if incidents are not being reported it does not mean that they are not happening. 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/child on child issues. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. (KCSIE, 2023).

School Culture and Ethos and 'Zero Tolerance' Approach

In Conyers School we take a zero tolerance approach to abuse, harm or bullying between children should be clearly expressed in the school's ethos and values and will be shared with all school partners including children, parents and carers. It will be made clear that sexual violence and sexual harassment is never acceptable and it will not be tolerated and never passed off as 'banter', 'just having a laugh', 'a part of growing up' or 'boys being boys', as failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

In Conyers School we recognise, acknowledge and understand the scale of harassment and abuse.

This means that all staff will challenge any form of behaviour both on or off line, from language and comments to physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. All staff will also ensure that any information is shared directly with the Designated Safeguarding Lead (or Deputy) and recorded factually and accurately as soon as possible so that any action required to prevent further incidents occurs immediately. Therefore a whole school approach is needed as part of preventative education (Keeping Children Safe in Education 2023, Part 5).

A Safe Environment to Share Concerns Alongside a Positive Curriculum

As stated above it is important that each school/setting 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/RSE 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. The curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.

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

Therefore, to enable such an open and honest environment it is necessary to ensure that the Governing Body or Proprietors feel confident that the whole workforce are supported 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. This is in line with the school's legal obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty) and local multi-agency safeguarding arrangements.

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. Systems are in place and they are well promoted,

easily understood and easily accessible for children to confidently report any form of abuse, exploitation or neglect, knowing their concerns will be treated seriously, and knowing they can express their views and give feedback. 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, 2022)

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases, abuse will take place concurrently both online and off line. Children can also abuse other children online, this can take the form of abusive, harassing and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups and the sharing of abusive images and pornography, to those who do not want to receive such content (KCSIE, 2023).

At Conyers School we have a clear online safety/Mobile and Smart Technology/acceptable use policy gives clarity and expectations to children about their role in keeping themselves and other children safe in regards to the use of technology both inside and outside of school.

Involve Parents

Parents need to be informed and included in policy forming, lesson plans and through open and frank conversations, training/courses about what child on child 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 supporting parents in how to approach conversations with children with the same consistency as school. In Conyers School we 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. This includes parent's contribution to the school's online/Mobile and Smart Technology and acceptable use policy around the use of technology and agreement to work consistently with the school in addressing issues both inside and outside of school. (See Child Protection Policy)

Signposting

Although every effort should be made for children to have a variety of opportunities to seek support and advice, it is also 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. A resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to is available in Student support/Student Reception/Main Reception/Tutor Rooms. 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/child on child abuse. This then encourages a variety of forms or mediums for children to have their voices heard.

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. Children should be able to effectively communicate how to improve their school's culture and ethos around acceptable behaviour so that children can feel confident and empowered to identify unacceptable behaviours so that they can be dealt with accordingly and in the longer term eradicated.

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 school/setting actively refers concerns/allegations of child on child abuse where necessary to front door services/children's social care and the police where appropriate. This is particularly important because child on child 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 and Co. 2022).

Schools which excel at tackling bullying (and child on child 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).

Child on Child Abuse Explained Further

For these purposes, child on child 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. Child on child abuse can take various forms, including: serious bullying (including cyber- bullying, prejudice-based and discriminatory bullying), intimate personal relationships between children (also known as teenage relationship abuse), physical

abuse, sexual violence, sexual harassment, causing someone to engage in sexual activity without consent. Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos, upskirting and initiation/hazing type violence and rituals (KCSIE, 2023). It may also involve gang related behaviours, including serious violence and county lines. Children's experiences 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 child on child abuse therefore needs to consider the range of possible types of child on child abuse set out above and capture the full context of children's lived experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that the school's response to alleged incidents of child on child abuse takes into account any potential complexity (Farrer and Co. 2022).

Abusive behaviour can happen to pupils in schools and settings 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 approach** by ensuring all staff: are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments (KCSIE, 2023), 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 child on child abuse and harmful attitudes; promoting positive and healthy relationships and attitudes to difference (including gender, ethnicity sexuality and disability), hotspot mapping to identify risky areas in school, training on potential bias and stereotyped assumptions; being alert to and monitoring changes in children's behaviour and/or attendance, challenging poor threshold decisions about children at risk of harm in extra-familial settings as well as referring concerns about contexts to relevant local agencies. (Farrer and Co. 2022)

Research suggests that child on child abuse remains a serious concern affecting children in the UK (Farrer and Co, 2022). Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Research suggests that child on child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. It is more likely that girls will be the victims and boys perpetrators, but all child on child abuse must be taken seriously (KCSIE, 2023). Barriers to disclosure will also be different. As a result, schools need to explore the gender dynamics of child on child abuse within their settings and recognise that these will play out differently in single sex, mixed or gender imbalanced environments It is critical to be aware of the role that inequality and discrimination can play in child-on-child abuse. Socio-economic inequality within a school or college can increase bullying, and racial and ethnic minority status can be a risk factor for victimisation by peers. Children from minoritised groups are at much higher risk for poor health and behavioural outcomes as a result of discriminatory bullying. LGBTQ children may also be at greater risk of abusive behaviour from their peers. (Farrer and Co, 2022)

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 (SEND) or disabilities or certain health conditions 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 or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND and disabilities or certain medical conditions 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, schools and colleges should consider extra pastoral support for children with SEND and disabilities or certain medical conditions particularly when investigating any form of child on child abuse. (KCSIE, 2023)

Children who are Lesbian, Gay, Bi or Trans (LGBT)

Children who are LGBT can be targeted by other children and risks can be compounded where children who identify as LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff (KCSIE, 2023).

Intersectionality

Intersectionality is the recognition that people's experiences are shaped by their multi-layered identities. A person's interactions with the world are shaped by their ethnicity, age, gender, sexuality, class and abilities, and these aspects of a person's identity interrelate. Someone may experience racism, sexism and ageism collectively or individually at different times and in different environments. The effect of a child's experiences may influence whether he/she is comfortable accessing support if they are a victim of child-on-child abuse (Farrer and Co, 2022)

Adultification

This is a form of racial prejudice in which children from minoritised groups are treated as more mature than they actually are by a reasonable social standard of development. This may lead to failure to recognise victims of child-on-child abuse and to respond appropriately to the experiences of children from minoritised ethnic groups. Whilst adultification can impact all children in certain ways it is important that there is an acknowledgement that it specifically affects Black children. (Farrer and Co, 2022)

At Conyers School the specific needs of all our children will be considered and supported in all incidents.

Language

For the purposes of this policy the language used will refer to victims and *alleged* perpetrators, this is to ensure that children are not given 'labels' about their behaviour unfairly and without any full and thorough conclusive investigation and because they themselves found the abusive behaviour harmful or may have been a victim of previous harm. The language used is to support victims so that they understand that they will be always be believed, supported, listened to and taken seriously. 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 certain words can be both inflammatory and distressing for children and their parents, so care will be taken in the discussion of incidents with parents to ensure they are factual and accurate.

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.

Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

The new definition of bullying is, 'a person who habitually seeks to harm or intimidate those who they perceive as vulnerable'. (Taken from the Oxford, Cambridge and 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.

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/Cyber- bullying

Online/Cyber- bullying 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. Many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G 5G). This means that some children, whilst at school/college, sexually harass, bully and control others via their mobile and smart technology, share indecent images; consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content (KCSIE, 2023).

It is important to state that Online 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 sexual 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.

Prejudiced-Based and Discriminatory Bullying (including hate incidents and hate crimes which may also include an online element)

Prejudiced Behaviour

The term prejudice-based and discriminatory bullying refers to a range of hurtful behaviour, physical or emotional or both and online, 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). This can also be described as a hate incident or crime.

Abuse in Intimate Personal Relationships between Children (Teenage Relationship Abuse)

Abuse in intimate personal relationships between children is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abuser uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

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 accidentally before considering the action or punishment to be undertaken.

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. (Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual. B does not consent to engaging in the activity and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

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, e.g. to vaginal but not anal sex or penetration with conditions such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexual Harassment

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline both inside and outside of school/college. 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 2023).

Sexual harassment can include:

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

It may include:

- Consensual and non-consensual sharing of nudes and semi-nude images and videos;
- Sharing of unwanted explicit content;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- Sexual exploitation; coercion and threats;
- Coercing others into sharing images of themselves or performing acts they are not comfortable with online.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and college. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school/college. Schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated by factors outside the school/college, including intimate personal relationships. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys (KCSIE 2023).

Consensual and non-consensual sharing of nudes and semi-nude images and/or videos

This is also known as sexting or youth produced sexual imagery. ‘Youth involved/produced’ includes children sharing images that they, or another child, have created themselves.

‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy).

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, 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 onto 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.

Upskirting

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

Racism

Racism occurs when a person is treated less favourably because of their skin colour, nationality, ethnicity, or cultural group. Racist behaviour can include verbal abuse, physical attacks, exclusion from activities or opportunities and microaggressions, which can be conscious and unconscious. It can occur in person or online

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. It can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. The umbrella term is 'harmful sexual behaviour (HSB). Harmful sexual behaviour can occur online and/or face to face and can also occur simultaneously between the two.

When considering Harmful sexual behaviour, ages and stages of development of children are critical factors. Sexual behaviour between children can be considered harmful if one or the children is much older, particularly if there is more than two years difference or if one of the children is pre-pubescent and the other is not. However a younger child can abuse an older child, particularly if they have power over them, e.g. the child is disabled, or smaller in stature.

Harmful sexual behaviour from young people is not always contrived or with the intent to harm others. There may be reasons why a young person engages in harmful sexual 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. Harmful sexual behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another, sexual assault rape or abuse.

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 victimization or discrimination e.g. 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 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 child on child 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 and Co. 2022).

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.

Firstly all staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. It is important to deal with a situation of child on child 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 confidentially 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 child on child 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, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Staff should also be mindful 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, 2023 states that two members of staff (preferably one being the Designated Safeguarding Lead) should be present to manage the report, *where possible*. Staff should not view or forward illegal images of a child and instead confiscate any devices to preserve any evidence and hand them to police for inspection. All staff should be aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) particularly when multi agency partners such as Local Authority Children's Social Care or the Police have to interview the child.

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 of harm and/or is criminal. Staff must also be aware that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.

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. This involves listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed and not asking leading questions. 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) after the child has finished the disclosure, so the child feels listened to and stored following each school/setting's own recording protocols (paper or electronic systems).

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 Local Authority Children's Social Care immediately (where a crime has been committed the police should be involved also). This action would, in most circumstances be undertaken by the Designated Safeguarding Lead but in the event of their absence the referral can be made by another member of staff. If this is the case, once Local Authority Children's Social Care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If Local Authority Children's Social Care 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 Local Authority Children's Social Care 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.

Confidentiality and Anonymity

Any staff member taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate

agencies. Ultimately, the Designated Safeguarding Lead (or Deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

Informing Parents

If, once appropriate advice has been sought from police/Local Authority Children's Social Care 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 school 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/Local Authority Children's 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 school 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 school 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 (Risk Assessment)

The wishes and feelings of the victim

It is important to understand how the victim wants to proceed to allow as much control as is reasonably possible over the decisions regarding how any investigation will be progressed.

The nature of the alleged incident

This includes consideration as to whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed.

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? Any imbalance of power and control must be considered.

Are there any additional vulnerabilities inclusive of any minoritised children?

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Therefore care must be taken to ascertain any changes in mood or behaviour without attributing that to the child's condition. Every effort must be made to overcome barriers to communication and ensure the voice of the child is heard. This includes any child that may be minoritised due to their life circumstances.

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 Local Authority Children's Social Care.

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?

Ongoing risks

Are there any ongoing risks to the victim, other children, adult students or school/college or other setting staff?

Contextual safeguarding/extra familial harm

Is there any other related or wider context involving the child, including any links to child sexual exploitation or child criminal exploitation?

Risk Assessment from KCSIE, 2023 (all risk assessments should consider :)

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator
- All the other children at the school or college especially any actions that are appropriate to protect them from the alleged perpetrators or from future harms and
- The time and location of the incident, and any action required to make the location safer.

Outcomes

The outcome of the investigation will follow your 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/setting you may have identified additional services/intervention that are non-statutory and in which case completed an early help assessment (Tier 2). It may be that on investigation, a decision has been made to handle the incident (s) internally and which case the school may implement a risk assessment plan (Tier 1).

In any of the above outcomes the school 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 child who has been harmed (alleged victim)

Victims may not display the whole picture immediately. It is essential that dialogue is kept open and encouraged. Children who have experienced sexual violence display a wide range of responses to their experience, including, in some cases, clear signs of trauma, physical and emotional responses, or no overt signs at all. Therefore, school will remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child irrespective of how overt the child's distress is.

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 Relationship / Relationship and Sex Education and Health Education, 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/safety plan 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 child 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 harmful sexual 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 school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

Record-Keeping

Information sharing is vital in identifying and tackling all forms of abuse, and in promoting children's welfare, including in relation to their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

At Conyers School arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required. Information will be shared as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on schools and to process personal information fairly and lawfully and to keep the information they hold safe and secure. Under the Data Protection Law, legitimate safeguarding concerns about a child allow school and professionals to record, share and retain even the most sensitive personal data as necessary to support school policies (even when it is not feasible to obtain consent. (Farrer and Co, 2022)

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/setting, 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. Safety Plans are available via PGSF.

Disciplinary Action and Sanctions

Taking disciplinary action, issuing sanctions and still providing support are not mutually exclusive actions. In some circumstances, the school/setting 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 that 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 child on child 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 School 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 child on child abuse and the causes of it.

The school 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 the other children in the School. Engaging in Fair Access Panel Processes to assist with decision-making associated to managed moves and exclusions can also be beneficial. Disciplinary interventions alone are rarely able to solve issues of child-on-child abuse, and school will always consider the wider actions that may need to be taken. (Farrer and Co. 2022).

Review of Circumstances

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

This policy has been heavily supported by the key document:

Farrer and Co: Peer on Peer Abuse Toolkit 2022.

<https://www.farrer.co.uk/news-and-insights/peer-on-peer-abuse-toolkit/>

This policy should be read in conjunction with:

Conyers School's Child Protection Policy 2023 and the Local safeguarding partnership arrangements. This policy

template has been developed and supported by the following:

DFE: Keeping Children Safe in Education September 2023

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DFE: Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies. July 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

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>

Working Together to Safeguard Children, 2023

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Sharing nudes and semi nudes: advice for education settings working with children and young people, December 2020

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Children and Young People**Conyers School – Headteacher****Signed: *L Spellman*****Date: 1 September 2023****Chair of the Conyers Local Governing Body’s Care, Support & Guidance Committee****Signed: *J Gerrard*****Date: 1 September 2023**

Academic Year	Designated Safeguarding Lead	Named cover	Nominated Governor
2016-17	Director of Care, Support & Guidance	Paul Plows	Chair of the Conyers Local Governing Body’s Care, Support & Guidance Committee
2017-18	Director of Care, Support & Guidance	Paul Plows	Chair of the Conyers Local Governing Body’s Care, Support & Guidance Committee
2018-19	Director of Care, Support & Guidance	Paul Plows	Chair of the Conyers Local Governing Body’s Care, Support & Guidance Committee
2019-20	Director of Care, Support & Guidance	Paul Plows	Chair of the Conyers Local Governing Body’s Care, Support & Guidance Committee
2020-21	Director of Care, Support & Guidance	Paul Plows	Chair of the Conyers Local Governing Body’s Care, Support & Guidance Committee
2021-22	Director of Care, Support & Guidance	Paul Plows	Chair of the Conyers Local Governing Body’s Care, Support & Guidance Committee
2022-23	Director of Care, Support & Guidance	Paul Plows	Chair of the Conyers Local Governing Body’s Care, Support & Guidance Committee
2023-24	Director of Care, Support & Guidance	Paul Plows	Chair of the Conyers Local Governing Body’s Care, Support & Guidance Committee

Review Date	Changes made	Ratification Date by Governing Body
September 2016	updated	5/09/2016
November 2016	updated	2/11/2016
August 2017	updated	21/08/2017
September 2017	updated	08/09/2017
September 2018	updated	04/09/2018
September 2019	updated	02/09/2019
April 2020	updated	02/04/2020
July 2020	updated	6/07/2020
August 2020	updated	01/09/2020
September 2021	updated	02/09/2021
September 2022	Updated	02//09/2022
September 2023	Updated	04/09/2023
January 2024	Updated	Legislative updates

Appendix 1

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	Supporting practice in tackling child sexual abuse - CSA Centre	Centre of Expertise on Child Sexual Abuse
	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office (HO)
	Faith based abuse: National Action Plan	DfE advice
	Forced marriage resource pack	
	Disrespect NoBody Campaign	Home Office website
	Tackling Child Sexual Abuse Strategy	Home Office Policy Paper
	Together we can stop child sexual abuse	HM Government campaign
Bullying	Preventing bullying including cyberbullying	DfE advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with HM Prison and Probation Service
Child Exploitation	Trafficking: safeguarding children	DfE and HO guidance
	Care of unaccompanied and trafficked children	DfE statutory guidance
	Modern slavery: how to identify and support victims	HO statutory guidance
	Child exploitation disruption toolkit	Home Office
	County Lines Toolkit For Professionals	The Children's Society
	Multi-agency practice principles for responding to child exploitation and extra-familial harm	Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE)

		Support Programme
Confidentiality	Gillick competency Fraser guidelines	NSPCC
Drugs	Drug Strategy 2021	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	Drug and Alcohol education – teacher guidance & evidence review	PSHE Association website
(So-called) 'Honour' - Based Abuse" including FGM and forced marriage	Female genital mutilation: information and resources	Home Office guidance
	Female genital mutilation: multi agency statutory guidance	DfE, DH and HO statutory guidance
	Forced Marriage	FMU
	Forced Marriage	Home Office
	FGM Resource Pack	Home Office
Health and Well-Being	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England
	Supporting pupils at school with medical conditions	DfE statutory guidance
	Mental health and behaviour	DfE advice
	Overview – Fabricated or induced illness	NHS
Homelessness	Homelessness code of guidance for local authorities	Ministry of Housing, Communities & Local Government guidance
Information Sharing	Government information sharing advice	DfE
	Information Commissioner's Office: Data sharing information hub	ICO
Online safety-advice	Childnet	Childnet
	Educateagainsthate	Educate Against Hate
	London Grid for Learning	London Grid for Learning
	NSPCC E-safety for schools	NSPCC

	Safer recruitment consortium	Safer Recruitment Consortium
	Searching screening and confiscation	DfE
	South West Grid for Learning	SWGFL
	Use of social media for online radicalisation	DfE & Home Office
	Online Safety Audit Tool	UK Council for Internet Safety
	Online safety guidance if you own or manage an online platform	DCMS
	A business guide for protecting children on your online platform	DCMS
	UK Safer Internet Centre	UK Safer Internet Centre
Online Safety – Remote Education, Virtual Lessons & Live Streaming	Guidance Get help with remote education	DfE
	Departmental guidance on safeguarding and remote education	DfE
	London Grid for Learning	LGFL
	National cyber security centre	National Cyber Security Centre
	UK Safer Internet Centre	UK Safer Internet Centre
Online Safety – Support for Children	Childline	Childline
	UK Safer Internet Centre	UK Safer Internet Centre
	CEOP	National Crime Agency Command
Online Safety – Parental Support	Childnet	Childnet
	Commonsensemedia	Common Sense Media
	Government advice	
	Internet Matters	Internet Matters
	How Can I Help My Child?	Marie Collins Foundation
	Let's Talk About It	Let's Talk About It

	London Grid for Learning	London Grid for Learning
	Stopitnow	Lucy Faithfull Foundation
	National Crime Agency/CEOP Thinkuknow	CEOP
	Parentzone	Parent Zone
	Talking to your child about online sexual harassment: A guide for parents	Children's Commissioner
Private Fostering	Private fostering: local authorities	DfE statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty: additional advice for schools and childcare providers	DfE advice
	Educate Against Hate Website	DfE and Home Office advice
	Prevent for FE and Training	Education and Training Foundation (ETF)
	Extremism and Radicalisation Safeguarding Resources	LGfT
	Managing risk of radicalisation in your education setting	Dfe Guidance
Serious Violence	Serious violence strategy	Home Office Strategy
	Factors linked to serious violence and how these factors can be used to identify individuals for intervention	Home Office
	Youth Endowment Fund	Home Office
	Gangs and youth violence: for schools and colleges	Home Office advice
	Tackling violence against women and girls strategy-	Home Office
	Violence against women and girls: national statement of expectations for victims	Home Office
Sexual Violence & Sexual Harassment	Barnardo's	
	Lucy Faithful Foundation	
	Marie Collins Foundation	
	NSPCC	

	Rape Crisis	
	UK Safer Internet Centre	
Harmful Sexual Behaviour	Rape Crisis (England & Wales) or The Survivors Trust	
	NICE guidance	
	HSB toolkit	Lucy Faithfull Foundation
	NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework-	
	Contextual Safeguarding Network – Beyond Referrals (Schools)	Contextual Safeguarding Network
	Preventing harmful sexual behaviour in children - Stop It Now	Stop It Now
Support for Victims	Anti-Bullying Alliance	
	Rape Crisis	
	The Survivors Trust	
	Victim Support	
	Childline	
Toolkits	ask AVA	
	NSPCC Online self-assessment tool	
	NSPCC - Resources which help adults respond to children disclosing abuse.	
	NSPCC - Harmful sexual behaviour framework	
	Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire . This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.	
	Contextual Safeguarding Network	
	Childnet - STAR SEND Toolkit	

	Childnet - Just a joke?	
	Childnet - Step Up, Speak Up	
	NSPCC - Harmful sexual behaviour framework	
	Addressing child on child abuse: a resource for schools and colleges – Farrer & Co	
Sharing Nudes & Semi-Nudes	London Grid for Learning-collection of advice	
	UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people	
Support for Parents/Carers	National Crime Agency's CEOP CEOP Education Programme	CEOP
	#AskTheAwkward	

Appendix 2

Essential Contacts	
Name and role:	Address, telephone and email address
Paul Plows Designated Safeguarding Lead	Green Lane, Yarm, TS15 9ET 01642 783253 conyers@conyers.org.uk
Louise Spellman Headteacher	Green Lane, Yarm, TS15 9ET 01642 783253 conyers@conyers.org.uk
Chair of Local Governing Body's Care, Support & Guidance Committee Nominated Governor	Green Lane, Yarm, TS15 9ET 01642 783253 conyers@conyers.org.uk
Charlotte Taylor Deputy Designated Safeguarding Lead	Green Lane, Yarm, TS15 9ET 01642 783253 conyers@conyers.org.uk
Designated Officer Phil Curtis	The Hartlepool and Stockton Children's Hub 01429 284284 philip.curtis@hartlepool.gov.uk
The Hartlepool and Stockton Children's Hub	01429 284284
Hartlepool and Stockton on Tees Safeguarding Children Partnership (HSSCP)	The Hartlepool and Stockton Children's Hub 01429 284284 childrenshub@hartlepool.gov.uk
Local Authority Legal Services	01642 526193
Local Authority Human Resources	01642 526193
First Contact Children's Social Care	01642 527764 firstcontactchildren@stockton.gov.uk
Out of Hours Duty Team	08702 402994
Senior Nurse Child Protection Health Authority	01642 704300
CAMHS	01642 368400
Police Child Protection Unit	01642 326326
Disclosure and Barring Service	03000 200 190 customerservices@dbs.gov.uk https://www.gov.uk/government/organisations/disclosure-and-barring-service?scrllybrkr=43bf9f42
NSPCC Helpline	0808 800 5000 www.nspcc.org.uk / help@nspcc.org.uk

How it will be monitored: Reporting incidents	By Whom: Pastoral Managers, Executive Team
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Review Date: Annually

Review Assigned to:

- Designated Safeguarding Lead: Paul Plows (Director of Care, Support & Guidance)
- Deputy Designated Safeguarding Lead: Charlotte Taylor
- Conyers Local Governing Body's Care, Support & Guidance Committee