



# **SAFEGUARDING POLICY**

**Effective Date: November 2015**

**Last Reviewed: April 2017**

**Reviewed by: Karen Hayward**

**Next Review Date: April 2018**

## **Introduction**

Sandy Upper School fully recognise their responsibilities for safeguarding and promoting pupils' welfare and are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

### **1. Scope and publication**

This policy applies to all staff, governors and volunteers working in the School and applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit. This policy is published on the School's website and can also be made available in large print or other accessible format if required.

### **2. Principles**

The School has a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. This School recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse as well as its responsibility to follow the local inter-agency procedures of Bedfordshire Local Safeguarding Children's Board.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities.

The School seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The School hopes that parents and children will feel free to talk about any concerns and will see the School as a safe place if there are any difficulties at home.

Every complaint or suspicion of abuse from within or outside the School will be taken seriously and in all proper circumstances will be referred to an external agency such as the Social Services department of the local authority, the Local Authority Designated Person (LADO) or the police, without investigation by the School. We have also put in place measures to help prevent safeguarding issues arising as far as we are able to.

### **3. Types of abuse**

Abuse can be:

- physical abuse, for example beating or punching;
- emotional abuse, for example rejection and denial of affection;
- sexual abuse and exploitation, for example sexual assault or encouraging a child to view pornographic material; and exploiting children for money, power or status.
- neglect, for example failure to provide appropriate care including warmth or medical attention.

### **4. Signs of abuse**

Possible signs of abuse include (but are not limited to):

- the student says s/he has been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a student's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;

- the student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the student's behaviour;
- the student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the student's development is delayed;
- the student loses or gains weight;
- the student appears neglected, e.g. dirty, hungry, inadequately clothed; and the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers.
- the student has older boyfriends and girlfriends
- the student suffers from sexually transmitted infections or becomes pregnant
- the student suffers from changes in emotional well being
- the student misuses drugs and alcohol
- the student who goes missing for periods of time or regularly comes home late and who regularly miss school or education or don't take part in education.

## 5. Designated Member of Staff

The School has appointed a designated senior member of staff (**Designated Person**) to be responsible for matters relating to child protection and welfare in this school: (Miss Karen Hayward Principal who can be contacted on 01767 680598 Ext 230) In their absence, these matters will be dealt with by the Senior Deputy Designated Person: (Mrs Julie Devereux on 01767 680598 Ext 263) or the Deputy Designated person (Mrs Karen Gaylor on 01767 680598 Ext 264).

The Designated Person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon. Parents are also welcome to approach the Designated Person if they have any concerns about the welfare of any child in the School, whether these concerns relate to their child or any other.

The main responsibilities of the Designated Person are to:

- act as a first point of contact and source of advice within the school over child protection concerns;
- co-ordinate action regarding any child protection concerns within the school including referrals by liaising with the LADO/Social Care and/or other relevant agencies over suspicions that a child may be suffering harm;
- liaise with Social Care on apparently borderline cases, initially on a 'no-names' basis;
- inform designated school Governor of any child protection concerns and keep them up to date as to action taken and referrals made;
- maintain an ongoing training programme for all School employees including induction training for all new employees and volunteers and to keep a record of that training;
- keep a record of all safer recruitment procedures including the Single Central Register;
- where appropriate, attend child protection conferences and cascade safeguarding
- adhere to advice and guidance issued by government and other sources throughout the School;
- ensure each member of staff and volunteers at the School, and regular visitors (such as Education Welfare Officers, trainee teachers and supply teachers) are aware of and understand the procedures set out in this policy;
- liaise with the Principal to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role;
- ensure that this Policy is updated and reviewed annually and work with the designated governor for child protection regarding this;

- to monitor the keeping of detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place;
- ensure parents are aware of the child protection policy in order to alert them to the fact that the School may need to make referrals. Raising parents' awareness may avoid later conflict if the School does have to take appropriate action to safeguard a child;
- keep parents informed of action to be taken under these procedures in relation to their child where appropriate in accordance with this policy;
- monitor records of students in the School who are subject to child protection plans, with other professionals as necessary, to ensure that the plans are maintained and updated;
- inform social services in writing when a child who is subject to a child protection plan moves to another school and to inform the new school of the child protection plan as advised by social services;
- where children leave the School roll, ensure any child protection file is copied and transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection;
- where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The Designated Person is not responsible for dealing with allegations made against members of staff (see section 13 below).

The Designated Person and Deputy Designated persons have undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals.

## **6. Designated Governor**

The Designated Governor for Child Protection at this school is Mrs Gill Deans, c/o Sandy Upper School.

## **7. Duty of employees, governors and volunteers**

Every employee and governor of the School as well as every volunteer who assists the School is under a general legal duty:

- to protect children from abuse;
- to be aware of the School's child protection procedures and to follow them;
- to know how to access and implement the procedures, independently if necessary;
- to keep a sufficient record of any significant complaint, conversation or event; and
- to report any matters of concern to the Designated Person(s) (see sections 12 and 13 below).

Every employee is under a legal duty to undertake appropriate training including refresher training at three-yearly intervals.

## **8. Looked After Children**

The Designated Teacher for Looked after Children is:  
(Mrs J Devereux – House Achievement Leader)

The Designated Teacher for Looked after Children has received appropriate training and will make an annual report to the Governing Body in accordance with the latest statutory guidance. The Governing Body will consider the information in the report and take appropriate action as necessary. (Refer to the Looked after Children's policy)

## **9. Whistleblowing**

All staff are required to report to the Principal, or the Chair of Governors in his/her absence, any concern or allegations about the School's practices or the behaviour of colleagues which are likely to put students at risk

of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

## **10. Safer Recruitment**

In order to ensure that children are protected whilst at this School, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow government guidance regarding safer recruitment in particular:

- Before appointing someone, we will follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with vulnerable children.
- We will check that all adults with substantial access to children at the School have an enhanced DBS check before starting work, and prior to confirmation of appointment. Full details of our safer recruitment procedures are set out in our Safer Recruitment Policy.

## **11. Reporting concerns – not against staff**

Members of staff and volunteers should not investigate suspicions regarding child protection issues; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the Designated Person(s) without delay.

If a child reports potential abuse to a volunteer or staff member they must:

- listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- not ask leading questions, that is, a question which suggests its own answer;
- reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Person(s) who will ensure that the correct action is taken; and
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record and any evidence must be kept securely and handed to the Designated Person(s) as soon as possible.
- Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

## **12. Reporting concerns – about a member of staff**

Where an allegation or complaint is made against the Designated Person or any other member of staff or a volunteer, the matter should be reported immediately to the Principal, rather than the Designated Person. Where an allegation or complaint is made against the Principal, the person receiving the allegation should immediately inform the Chair of Governors, or in his absence the Vice Chair, without first notifying the Principal.

## **13. Action by the Designated Person – concerns not about staff**

The action to be taken by the Designated Person will take into account:

- the local inter-agency procedures of the Bedfordshire Local Safeguarding Children's Board;
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to social services or the police. In case of serious harm, the police will be informed from the outset;

- the wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes;
- the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Person is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose; and
- duties of confidentiality, so far as applicable.

**Referral:** If there is room for doubt as to whether a referral should be made, the Designated Person will consult with Social Care on a no names basis without identifying the family.

However, as soon as sufficient concern exists that a child may be at risk of significant harm, the Designated Person will make a referral without delay (and in any event within 24 hours).

If the initial referral is made by telephone, the Designated Person will confirm the referral in writing to social services within 24 hours. If no response or acknowledgment is received within three working days, the Designated Person will contact Social Services again.

**External agencies:** Whether or not the School decides to refer a particular complaint to Social services or the Police, the parents and students will be informed in writing of their right to make their own complaint or referral to the Social Services Department or the Child Protection Unit of the Police and will be provided with contact names, addresses and telephone numbers, as appropriate.

**Allegations against students:** A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Behaviour Policy will apply. The School will take advice from the LADO on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LADO, parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult.

**Informing parents:** Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Person will need to consult the LADO, the police and/or the Principal before discussing details with parents.

#### **14. Action taken –concerns about staff**

The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations.

These procedures follow the DfE guidance *'Dealing with allegations of abuse against teachers and other staff'* (2011) and should be used where a member of staff or volunteer has:

- behaved in such a way that has harmed child, or may have harmed a child
- possibly committed a criminal offence against or related to a child;
- or behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

All allegations will be reported to and discussed with the LADO before further action is taken.

Where appropriate, the Principal will also consult with the Designated Person or Deputy Designated Person. The accused person will be informed of the allegation as soon as possible after the LADO has been consulted and appropriate support and a representative will be provided to keep the accused person informed of the progress of the case as appropriate.

**Suspension:** will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the students or student concerned; and
- the need for a full and fair investigation.

**Detailed guidance** is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a student. This guidance is contained in the Safeguarding guidance documents.

**Ceasing to use staff:** If the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a detailed report to the Independent Safeguarding Authority. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

**Resignation:** If a member of staff (or governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School. Resignation will not prevent a prompt and detailed report being made to the Independent Safeguarding Authority in appropriate circumstances.

**Criminal proceedings:** the School will consult with the LADO following the conclusion of a criminal investigation or persecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed.

**Record keeping:** Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation, if this is longer, unless the allegation was found to have been malicious, in which case it will be removed from the employee's records.

**Unfounded or malicious allegations:** Where an allegation by a student is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the School's Behaviour Policy.

## 15. Safeguarding in the School

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the School are kept safe from harm whilst they are in our charge. To this end, this policy must be seen in light of the School's policies on:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate;
- Bullying; the School will also ensure that bullying is identified and dealt with so that any harm caused by other students can be minimised. We will pay particular attention to sexualised behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.
- Safer recruitment policy
- Code of conduct for staff;
- Racist incidents;
- Confidentiality and Data Protection;
- Behaviour Policy and the School's rules/expectation;
- Health and Safety;
- Physical intervention;
- Allegations against members of staff.

**School's premises:** The School will take all practicable steps to ensure that School's premises are as secure as circumstances permit. Visitors and parents are not allowed into the School's buildings without a Visitor's Badge and will be accompanied by a member of staff whilst inside a building. Visitors wishing to enter the School's buildings must sign in on arrival and sign out again on departure. Unbadged and unaccompanied visitors inside buildings will be challenged by a member of staff. The only exceptions to this are areas such as the Dining Hall or Sports facilities if accompanied by members of staff. Those visiting the School site to collect or drop off children or to watch matches or concerts are restricted to appropriate areas and will be directed as to which locations are available to them. Further details are outlined in the School's Risk Assessment on Site Security.

**Before- and after-school activities:** Where the Governing Body transfers control of the use of the School's premises to bodies (such as sports clubs) to provide out-of-school-hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the School on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

**Contracted services:** Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the School on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

## **16. Confidentiality and information sharing**

The School will ensure that all child protection records are kept confidential and only allow disclosure to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and social services to ensure that all relevant information is shared for the purposes of child protection investigations.

Regardless of any duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Person in accordance with this policy.

## **17. Arrangements for monitoring and evaluation**

Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. In addition, the Designated Person will monitor the operation of this policy and its procedures and will make an annual report to the Governing Body.

The Governing Body will undertake an annual review of this policy and how their duties under it have been discharged. The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.



Department  
for Education

# **Keeping children safe in education**

**Part 1: Information for all school and  
college staff**

**September 2016**

## Contents

Summary	3
Part one: Safeguarding information for all staff	4
What school and college staff should know and do	4
Types of abuse and neglect	10
Specific safeguarding issues	11
Annex A: Further information	13

## Summary

Keeping children safe in education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies and free schools), alternative provision academies and non-maintained special schools; and
- management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** read at least Part one of the guidance.

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

# Part one: Safeguarding information for all staff

## What school and college staff should know and do

### A child centred and coordinated approach to safeguarding

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

### The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help.<sup>1</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage

---

<sup>1</sup> Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#)

years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>2</sup>

### What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989<sup>3</sup> that may follow a referral, along with the role they might be expected to play in such assessments.<sup>4</sup>

---

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

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

### What school and college staff should look out for

17. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

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

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

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

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

---

<sup>3</sup> Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

<sup>4</sup> Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#)

22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

23. See page 9 for a flow chart setting out the process for staff when they have concerns about a child.

24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

27. If a **teacher**<sup>5</sup>, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Annex A for further details.

### **What school and college staff should do if a child is in danger or at risk of harm**

28. **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

### **Record keeping**

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

---

<sup>5</sup> Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

## Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.<sup>6</sup>

## What school and college staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member, then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

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

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

33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

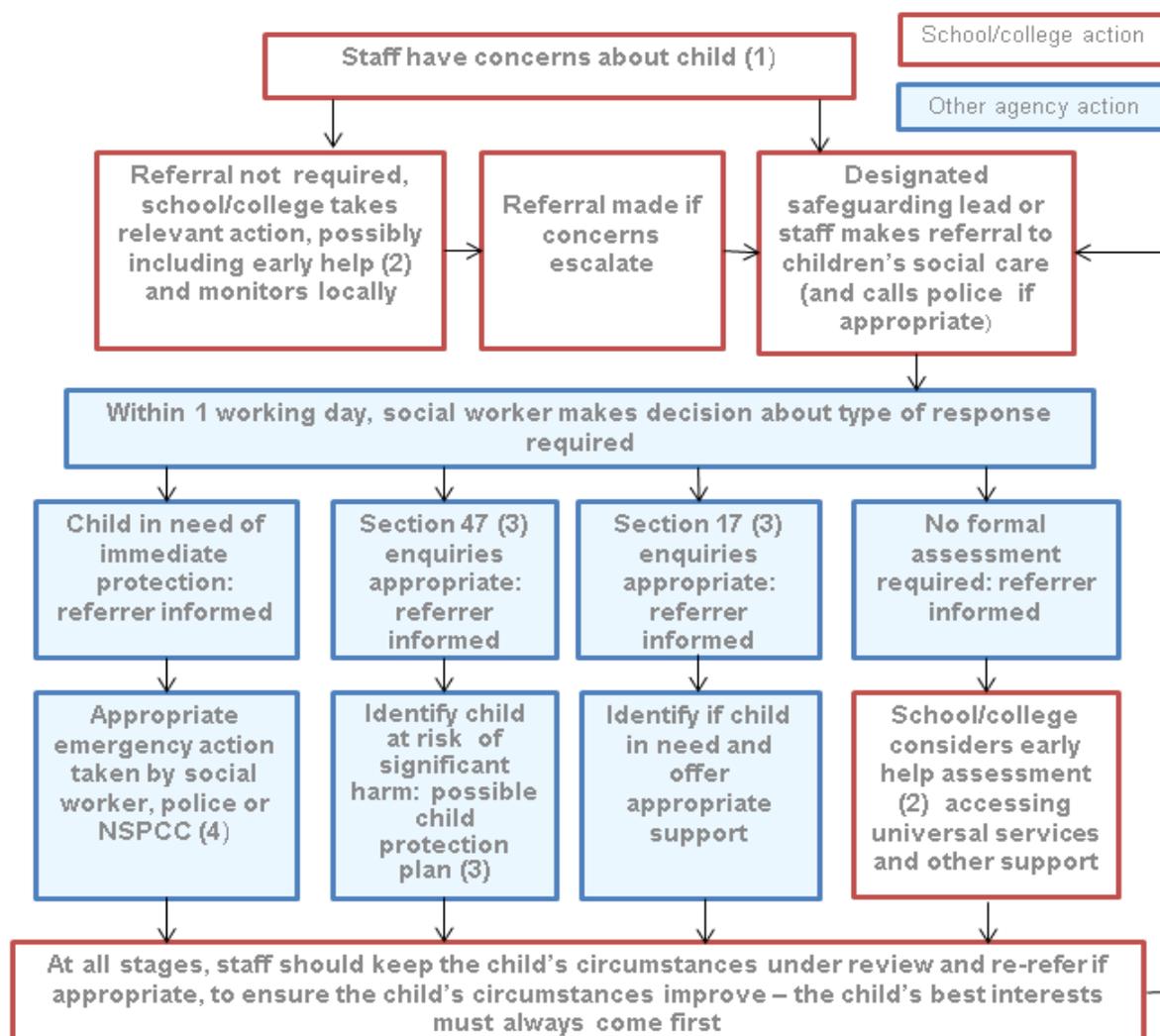
34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)<sup>7</sup>

<sup>6</sup> [Serious case reviews, 2011 to 2014](#)

<sup>7</sup> Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

## Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. 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](#)
4. This could include applying for an Emergency Protection Order (EPO).

## Types of abuse and neglect

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

**36. Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

**37. 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.

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

**39. Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**40. 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 abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food,

clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Specific safeguarding issues

41. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

42. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [bullying including cyberbullying](#)
- [children missing education](#) – and Annex A
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex A
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex A
- [forced marriage](#)- and Annex A
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)

- [hate](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

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

## Annex A: Further information

### Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [Children Missing Education](#) guidance.

#### Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has

been absent without the school's permission<sup>8</sup> for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.<sup>9</sup>

Where a parent notifies a school that a pupil will live at another address, **all** schools are required<sup>10</sup> to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.<sup>11</sup>

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record<sup>12</sup> in the admission register:<sup>13</sup>

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required<sup>14</sup> to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended,<sup>15</sup> as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the [Children Missing Education](#) guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide<sup>16</sup> the local authority with:

---

<sup>8</sup> or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

<sup>9</sup> In default of such agreement, at intervals determined by the Secretary of State.

<sup>10</sup> Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

<sup>11</sup> Where schools can reasonably obtain this information.

<sup>12</sup> Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

<sup>13</sup> Where schools can reasonably obtain this information.

<sup>14</sup> Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

<sup>15</sup> Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

<sup>16</sup> Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

**It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

## Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice [Enrolment of 14 to 16 year olds in full time further education](#). The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

## Further information on child sexual exploitation

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

## Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

### Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since

31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>17</sup> that requires a different approach (see following section).

### **FGM mandatory reporting duty**

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>18</sup> Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

### **Forced marriage**

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

---

<sup>17</sup>Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term ‘teacher’: “teacher” means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

<sup>18</sup>Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)

## Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.<sup>19</sup> There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

### Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard"<sup>20</sup> to the need to prevent people from being drawn into terrorism".<sup>21</sup> This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means

<sup>19</sup> Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

<sup>20</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

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

being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

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

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

The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

## Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme.<sup>22</sup> Channel guidance is available at: [Channel guidance](#). An e-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.<sup>23</sup>

---

<sup>22</sup> Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.

<sup>23</sup> Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015.



Department  
for Education

© Crown copyright 2016

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

To view this licence:

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

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

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

About this publication:

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

[www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: DFE-00215-2016



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



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