

SUFFOLK COUNTY MUSIC SERVICE (SCMS)

Child Protection and Safeguarding Policy 2023-24

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Approved by:	Benjamin Chadwick and SCMS SLT
Signature of Chair of Governors:	N/A
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As a minimum, this policy is reviewed annually by the SLT. However, minor amendments may be made in the interim in response to developments in legislation, guidance, national policy or best practice. In such circumstances, SCMS staff will be informed and advised by the Head of Service.	

Named personnel with designated responsibility for Child protection

Academic Year	Designated Safeguarding Lead	Other DSL's
2023 - 2024	Benjamin Chadwick (Head of Service)	Lewis Blythe (Senior Manager) Tracey Rayner (Senior Manager) Mark Sewell (Senior Manager) Helen Simms (Senior Manager)

2023-24	Mental Health First Aiders	Helen Simms (Senior Manager) Clare Lewis (Business Support Officer)
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Policy Review Dates & Version Control

Version	Date of Review	Change Details	Author	Date Shared with Staff
4.0	September 2023	Updated for sharing with staff and following KCSiE and DSL changes (SCC Guidance July 2023)	TR	22.09.23
3.1	4 November 2022	Updated for sharing with staff including DSL changes September 2022 (for which staff were trained September 3 2022)	TR	12.11 22
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2.0	07 September 2020	Policy reviewed and updated to reflect fresh guidance and a new SCC sample policy, (amended to reflect SCMS context and procedures).	MH	14.9.2020
1.1	20 August 2020	Updated to reflect SCMS context and procedures.	MH	14.9.2020
1.0	September 2019	Updated following KCSiE changes	SCC	01 Sept 2019

All Suffolk County Music Service staff receive regular training in safeguarding and child protection, including bullying and radicalisation.

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School Child Protection and Safeguarding Policy Framework

This policy applies to all adults, including volunteers, working for or on behalf of Suffolk County Music Service Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all 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.

Keeping Children Safe in Education (KCSIE) DfE 2022

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however safeguarding also encompasses all aspects of pupils' health, safety and well-being (see Appendix E Related Safeguarding Policies).

1. Ethos Statement: SCMS Commitment to Safeguarding

We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. At Suffolk County Music Service, we are committed to ensuring the welfare and safety of all children. We aim to provide a safe and welcoming environment in which children can learn, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

2. Statutory Framework

This policy updates the sample policy provided by SCC in July 2023 and is in line with the statutory framework:

Section 175 of the Education Act 2002 (as amended) in the case of maintained schools and pupil referral units¹, Section 157 of the Education Act 2002 (as amended) and the Education (Independent School Standards) Regulations 2014 for independent schools (including academies and free schools), the Non-Maintained Special Schools (England) Regulations 2015, and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) for post 16 education providers.

These Acts and Regulations place a statutory duty on governing bodies and proprietors to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of the County Music Service which must have regard to any guidance given by the Secretary of State and which includes:

1. [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/keeping-children-safe-in-education-2023.pdf) (KCSIE) DfE 2023
2. [Working Together to Safeguard Children](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/working-together-to-safeguard-children.pdf) HM Government 2018
3. [What to Do If You Are Worried A Child is Being Abused](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/what-to-do-if-you-are-worried-a-child-is-being-abused.pdf) HM Government 2015
4. [Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/preventing-and-tackling-bullying.pdf) DfE 2017
5. [Suffolk Safeguarding Partnership](https://www.suffolk.gov.uk/child-protection-procedures-and-practice-guidance) Child Protection Procedures and Practice Guidance

¹ Section 175, Education Act 2002 – for management committees of pupil referral units, this is by virtue of regulation 3 and paragraph 19A of Schedule 1 to the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007

Multi-agency working in Suffolk

The Children Act 2004, places a duty on organisations and agencies to cooperate with each other to improve the wellbeing of local children. In Suffolk, all professionals including staff in schools should work in accordance with the multi-agency procedures developed by the Suffolk Safeguarding Partnership (SSP) which can be found on their website at:

[Home » Suffolk Safeguarding Partnership \(suffolksp.org.uk\)](https://www.suffolksp.org.uk)

In accordance with statutory guidance, Working Together to Safeguard Children 2018, the [Suffolk Safeguarding Partnership](https://www.suffolksp.org.uk), established by the three safeguarding partners (Local Authority, Police and Integrated Care Boards), leads local safeguarding arrangements. All three partners have equal and joint responsibility for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements.

We recognise that Suffolk County Music Service is under a statutory duty to co-operate with the published arrangements and has a pivotal role to play in multi-agency safeguarding arrangements. We are committed to contributing to multi-agency working in line with Working Together to Safeguard Children 2018.

3. Introduction

Suffolk County Music Service (SCMS) recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE), Working Together th Safeguard Children and locally agreed inter-agency procedures put in place by Suffolk Safeguarding Partnership Board. This policy will be reviewed annually, as a minimum, and will be made available publicly via the [Suffolk Music Hub](https://www.suffolksp.org.uk) website or on request.

Safeguarding and promoting the welfare of children is defined 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.

Available to all staff, parents, volunteers and the wider SCMS community, this policy forms part of the child protection and safeguarding arrangements for SCMS and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the service (*Appendix E*). In particular, this policy should be read in conjunction with the service's Code of Conduct/Staff Behaviour Policy (including Acceptable Use of ICT and guidance on low level concerns), Safer Recruitment Policy (Contained withing SCC Recruitment Policy 2021), Behaviour and Anti-Bullying Policy, Student Code of Conduct and Part One of KCSiE (or Annexe A, if appropriate), copies of which will be made available to staff on induction.

The aims of this policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that all staff understand and meet their statutory responsibilities;
- Ensure consistent good practice across the service.

SCMS expects that all staff will have read and understand this child protection and safeguarding policy and their responsibility to implement it. Staff must, as a minimum, have

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TR, Senior Manager SCMS– 15 September 2023

read and understand [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) Part One and [Annex B: Further information \(keepingchildrensafeineducation.co.uk\)](https://keepingchildrensafeineducation.co.uk) The Senior Leadership Team of the SCMS will ensure that they have read and understand [all of KCSiE](#). The governing body/proprietor will ensure that those staff who do not work directly with children have read Part One of KCSiE² together with Annex B. There may some staff whom the governing body/proprietor require they read additional sections³.

The service will ensure that arrangements are in place for all staff members to receive appropriate safeguarding and child protection training at induction, which is regularly updated. Compliance with the policy will be monitored by the Head of Service, designated safeguarding lead (DSL) and SCC CYP Education & Learning Officer with Line Management responsibility for SCMS.

4. Key roles and responsibilities

Suffolk County Music Service (SCMS) is a traded service of Suffolk County Council's Directorate of Children and Young People. SCMS is led by the Education and Learning team in Children and Young People's Services, (SCC, CYP E&L)

SCC, CYP E&L has a legal responsibility to make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that the service complies with them. SCC, CYP E&L should also ensure that the policy is made available to parents and carers by publishing this on the service website or in writing if requested.

SCMS will ensure it facilitates a whole service approach to safeguarding. This means involving everyone in the service and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, and that all systems, processes and policies are transparent, clear and easy to understand and operate with the best interests of the child at their heart.

SCMS will ensure that where there is a safeguarding concern the DSLs will make sure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place that are well promoted, easily understood and easily accessible for children to confidently report any form of abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

SCMS will ensure that the service contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that SCMS safeguarding arrangements take into account the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place.

SCMS will has the following policies and procedures in place, in addition to the Safeguarding Policy (including the procedures that will be followed to address low-level

² Annex A of KCSiE is a condensed version of Part One of KCSiE.

³ The governing body/proprietor may decide that for some roles should read additional parts of the guidance e.g. colleagues involved in safer recruitment administration including the maintenance of the single central record should also read Part Three of KCSE.

concerns and allegations made against staff), to enable appropriate action to be taken to safeguard and promote the welfare of children and young people as appropriate:

- anti-bullying (policy and procedures located on the Safeguarding pages of SCMS website [Safeguarding \(suffolkmusicclub.co.uk\)](http://Safeguarding(suffolkmusicclub.co.uk)))
- special educational needs and disability arrangements are included in EDI Strategy (to be published)
- staff code of conduct/behaviour policy (which also includes acceptable use of IT, including the use of mobile devices and communications and the use of social media, together with guidance on reporting low-level concerns.)
- procedure for responding to children who go missing from education, particularly on repeat occasions. (included within Safeguarding Policy Appendix Di)
- safer recruitment (SCC link [SCC Recruitment Policy 2021 including Safer Recruitment](#))

It is the responsibility of SCC, CYP E&L to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who access our services and that the service has procedures for appropriately managing safeguarding allegations made against, or low level concerns involving, members of staff (including the head of service, supply teachers, contractors, and volunteer helpers).

SCC, CYP E&L will ensure that there is a named LA link officer for safeguarding, a Designated Safeguarding Lead (DSL) from the Senior Leadership Team who has lead responsibility for safeguarding and child protection, and a designated teacher (via the Suffolk Virtual School) to promote the educational achievement of children who are looked after or previously looked after, and will ensure that these people have the appropriate training.

SCC, CYP E&L will have regard to their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).⁴

The service / SCC, CYP E&L will inform Suffolk County Council annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit.

Designated Safeguarding Lead (DSL)

The DSL will take lead responsibility for safeguarding and child protection (including and understanding the filtering and monitoring systems in place). This will be made explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in [Annex C of KCSiE](#))

The DSL should be a senior member of staff on the music service leadership team and have the appropriate status, authority, funding, training, resources and support they need to carry out the duties of the post effectively (including providing advice and support to other staff on child welfare and child protection matters, taking part in strategy discussions and

⁴ Set out in paragraphs 83-93 of KCSiE

inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

The DSL and any alternate DSLs should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

The DSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.

Availability

During term time the DSL and/or an alternate will be available during SCMS operational hours for staff to discuss any safeguarding concerns. Due to the peripatetic status of SCMS, and the use of rehearsal locations for evening and weekend activity it is likely that most contact with the DSL (ADSL) will be made via telephone or TEAMS. Where possible the DSL (ADSL) will always be available in person for staff to talk to.

The senior leadership team will all be trained as DSLs and will be available to support staff during the delivery of our Suffolk Youth Music programme of out of hours/out of term activities.

Head of Service

The Head of Service will ensure that the policies and procedures adopted by the service are fully implemented and that sufficient resources, time and training are provided to enable staff members to discharge their safeguarding responsibilities and contribute effectively to a whole service approach to safeguarding

The Head of Service will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that 'it could happen here'.

All staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff working directly with children must read and ensure they understand at least Part One and Annex A of KCSiE. Those staff that do not work directly with children must read and ensure they understand either at least Part One or Annex A of KCSiE; the Safeguarding Team of the SCMS will ensure that they read and understand all [of KCSiE](#)

All staff must ensure they are familiar with the systems within SCMS, **and within the schools and settings to which they are deployed**, which support safeguarding, including the child protection and safeguarding policy, the code of conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies). SCMS procedures will be explained to all staff on induction and refreshed regularly.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection (see section 6). All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a child's welfare they must act on them immediately.

All staff should be able to reassure 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.

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

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 that may follow a referral, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments.

All staff should be aware of and understand their role within the [early help process](#) for all services, at both a Local Authority and school or college level. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

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

- has a disability or has certain health conditions and has specific additional needs
- has special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or 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 or domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

Knowing what to look out for is vital to the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children’s social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible. Details of the SCMS safeguarding team (see also front of this policy) are:

Role:	Name and contact details:
Designated Safeguarding Lead (DSL)	Benjamin Chadwick benjamin.chadwick@suffolk.gov.uk
Other DSLs	Helen.simms@suffolk.gov.uk mark.sewell@suffolk.gov.uk tracey.rayner@suffolk.gov.uk lewis.blythe@suffolk.gov.uk
Named SCC CYP link officer for safeguarding	SCC CYP Education & Learning Officers-Resolution – Alli Hassey or Mark Bennett
Designated teacher for Children in Care and children previously in care (CiC)	Liaison with Head of Virtual School Matthew Cooke matthew.cooke@suffolk.gov.uk

5. Induction and Training

SCMS will ensure that all staff receive appropriate safeguarding and child protection training (including online safety which amongst other things includes an understanding of the expectations, applicable role and responsibilities in relation to filtering and monitoring) which is regularly updated and [in line with advice from SSP](#). In addition, all staff members will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training during induction. This will include training on the SCMS’s safeguarding and child protection policy, online safety, the code of conduct/staff behaviour policy, low-levels concerns guidance, the behaviour policy, the safeguarding response to children who are absent from education, and the role of the designated safeguarding lead. Copies of the SCMS’s policies, procedures and Part One of KCSiE (or Annex A for those staff who do not work directly with children) will be made available to new staff at induction.

The Head of Service will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

In considering safeguarding training arrangements the service will also have regard to the Teachers’ Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all pupils.

6. Recognising concerns - signs and indicators of abuse.

All staff should be aware of indicators of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. Staff should be aware that children can be at risk of harm inside and outside of school, inside and outside of home and online. Staff should exercise professional curiosity and know what to look for as this is vital for the early identification of abuse or neglect.

All 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.

All staff should consider whether children might be at risk of abuse or exploitation in situations outside their families – harms take a variety of different forms and children can be vulnerable to multiple harms including sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

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

In all cases, if staff are unsure, they should always speak to the DSL.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

Abuse and neglect are defined as forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue in education (See section 7: Specific safeguarding issues and Appendix A)

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.

(Source Keeping Children Safe in Education)

7. Specific safeguarding issues

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

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and

female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in Appendix A

Child Sexual Exploitation (CSE)

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

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

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

Further information about CSE including definitions and indicators is included in Appendix A

Domestic Abuse

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

Further information about Domestic Abuse including definitions and indicators is included in Appendix A

Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers⁵. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Appendix A for further details.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following SCMS policy, and speaking to the DSL or a deputy.

Serious violence

All staff should be aware of the indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Contextual Safeguarding

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 the school. All staff 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.

All staff, especially the DSL (or deputy), should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding.

⁵ Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, 'teacher' means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England)

Children's social care assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It is important that staff provide as much information as possible as part of the referral process. Additional information regarding contextual safeguarding can be found here: [contextual safeguarding](#)

Children potentially at greater risk of harm

At SCMS our staff should recognise that whilst all children should be protected there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

Children with SEN and disabilities, and/or physical health issues can face additional safeguarding challenges, online and offline, both in terms of their vulnerability and also in terms of being able to report abuse.

Staff must not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs and may have communication barriers and difficulties in being able to communicate how they are feeling.

Staff also need to be mindful of children's cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

As such, any reports of abuse involving children with SEND will require close liaison with the DSL.

Further information can be found in the DfE's:

- [SEND Code of Practice 0 to 25 years](#), and
- [Supporting Pupils at School with Medical Conditions](#).

Children who are lesbian, gay, bi, or trans (LGBT)

SCMS acknowledges that the fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff should therefore 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.

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or 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.

Where appropriate to the child's needs, it is expected that the Local Authority or school, will share the fact a child has a social worker, and the school's DSL will 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 LAs and school to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- . Are at risk of harm or neglect
- . Are at risk of forced marriage or FGM
- . Come from Gypsy, Roma, or Traveller families
- . Come from the families of service personnel
- . Go missing or run away from home or care
- . Are supervised by the youth justice system
- . Cease to attend a school
- . Come from new migrant families

It is important that the service's response to unauthorised absence and for dealing with children who are absent from education are followed, 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 (see Appendix Di – Ensemble managers will contact parents at the first possible opportunity if a child is absent without notification).

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day

and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

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

SCMS will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system.

Staff can access further advice in a DfE guidance documents [Preventing and tackling bullying, mental health and behaviour in schools](#) and [mental health and behaviour in schools](#) .

Further information about specific forms of abuse and safeguarding issues can be found in Appendix A. All staff should familiarise themselves with this.

8. Online safety

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

Online safety issues can be categorised into 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, or radicalisation or extremism;
- Contact: being exposed to harmful online interaction with other users, for example, peer to peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- Conduct: 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); and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or pupils are at risk this should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

SCMS has had due regard to the additional information and support set out in KCSiE and will ensure that the service has a whole service approach to online safety with clear guidance for students and staff on use of communications technology in the service.

SCMS staff can access resources, information and support as set out in Annex B of KCSiE. SCMS has produced clear guidance for students, parents/carers and SCMS staff on the use of mobile and smart technology, contained in the Anti-Bullying Policy, the Student Code of Conduct, SCMS Staff Code of Conduct and SCC Policy [IT Acceptable-use-summary \(sharepoint.com\)](#). We acknowledge the fact that many children have unlimited and

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unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at SCMS activities, can harass (either sexually or otherwise), 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. SCMS has a Zero tolerance response to any reports of such activity as detailed in the documents listed above.

9. Child on child abuse

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. 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 no reports in school it does not mean it's not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child-on-child abuse they should speak to the DSL (or deputy).

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- 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.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos⁶ (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

⁶ UKCIS guidance: Sharing nudes and semi-nudes advice for education settings.

- 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)

All staff should be clear about the SCMS policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

In most instances, the conduct of pupils towards each other will be covered by the student code of conduct. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The service is clear that abuse is abuse and should never be tolerated.

Any incidents of serious child on child abuse will be managed according to SCMS safeguarding procedures which detail measures to minimise the risk of child on child abuse, and how allegations of abuse will be recorded, investigated and dealt with. (see *Appendix E – Linked Policies and Procedures*).

10. Procedures

Taking action to ensure that children are safe at school and at home.

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns using the SCMS Safeguarding management system (forms in this document) and pass it to the DSL (ADSL) without delay. SCMS recording form is included at Appendix B for SCMS staff and a flow chart of our procedures for reporting concerns can be seen at Appendix Di.

It is **not** the responsibility of service staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of child on child abuse. All staff, however, have a duty to recognise concerns and maintain an open mind.

- Where there are concerns about a child, staff will always speak with the DSL. Concerns about a child in a school in which we are working will be reported to the school's DSL and a brief note of the matter (not containing specific details) made to the SCMS DSL/ADSL.
- In the event that a parent/carer fails to pick up a student after a SCMS activity and cannot be contacted within 30 mins of the activity finishing, SCMS staff should contact the MASH Consultation Line on 0345 606 1499 or Suffolk Constabulary on 01473 613500.
- Understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report any concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- In exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL **any action taken should be shared with** the DSL as soon as is practicably possible.

What to do if you are concerned

Disclosures or information may be received from pupils, parents or other members of the public. We recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record. Staff will **not** investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next. If in doubt about recording requirements staff should discuss with the DSL.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully;
- Accept and take seriously what is being said, any disclosure or information might indicate a child that may be at risk of harm;
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions, use TED (Tell, Explain, Describe);
- Try not to show signs of shock, horror, or surprise;
- Reassure the child, but don't make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone;
- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;
- Explain what has to be done next and who has to be told (only those who 'need to know' will be told);
- Make a written record, which should be signed and include the time, date and your position in school;
- Do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or alternate without delay
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

Action by the DSL (or Deputy in their absence):

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, will consider:

- where the DSL believes that a child or young person may be at imminent and significant harm / risk of harm they should call the **Customer First emergency line on 0808 800 4005** (or the Police) immediately and then complete the [SSP Multi-Agency Referral Form \(MARE\)](#) within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

- whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached or may be a child in need. If the DSL is unsure whether the threshold has been met, they will contact the MASH Professional Consultation Line for advice (0345 606 1499). Where appropriate, the DSL will complete and submit the [SSP MARF](#)⁷.
- any urgent medical needs of the child.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help. Consider:

- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Multi-Agency Safeguarding Hub (MASH)
- the child's wishes and any fears or concerns they may have
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

SCMS staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. SCMS is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with SSP procedures and timescales.

SCMS staff must ensure that they are aware of the procedure to follow when a child goes missing from education. (*See Appendix Di*).

For SYM/CMG out of school hours activity, SCMS Senior Managers / Tutors in Charge will contact parents of CYP with any unauthorised absence. Wherever practical, this should be at registration/arrival time of the activity. In all instances, unauthorised absence should be followed up within one working day. Further information can be found in Appendix A.

Consent:

Where reasonably possible, the service is committed to obtaining more than one emergency contact number for each pupil.

Wherever possible, to talk to parents, unless to do so may place a child at greater risk of harm, or impede criminal investigation

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals.

Consent is always required for referrals to services such as Prevention Service, without it, the services available to the family may be limited.

Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm.

Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers

⁷ N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.

of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made by submitting a [Multi-Agency Referral Form \(MARF\)](#) to the Multi Agency Safeguarding Hub (MASH) via Suffolk County Council's secure [Children and Young People's portal](#), or via the adult care portal.

11. Information sharing, record keeping and confidentiality

Information sharing is vital in safeguarding children by identifying and tackling all forms of abuse and neglect, 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.

As part of meeting a child's needs, SCMS understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm.

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy.

Well-kept records are essential to good child protection practice. 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 DSL.

We will record the following:

- information about the child: name (also known as (aka)), address, dob, those with parental responsibility, primary carers, two telephone numbers for emergency contacts (where possible), any court orders, if a child is or has been subject to a CP Plan.
- key contacts in other agencies including GP details
- any disclosures/accounts from child or others, including parents (and keep original notes)
- significant contacts with carers/other agencies/professionals
- all concerns, discussions, decisions, agreements made and actions taken and the reasons for these (dated, timed and signed, to include the name and agency/title of the

person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review

All records should be objective and include:

- statements, facts and observable things (what was seen/heard)
- diagram indicating position, size and colour of any injuries (not photograph)
- words child uses, (not translated into 'proper' words)
- non-verbal behaviours

SCMS will have regard to SCC [Guidance for schools on maintaining and transferring pupil safeguarding/child protection records](#)

SCMS recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so. All sensitive and CP records are held securely, kept confidential and are only accessible to those who need to know.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the DPA 2018 and the GDPR allow settings to withhold information. This may be particularly relevant where a child is affected by domestic abuse perpetrated by a parent or carer is in a refuge or another form of emergency accommodation, and the serious harm tests is met.

Ordinarily, SCMS will always undertake to share its intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. . It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot reasonably be expected that a practitioner gains consent; and, if to gain consent would put a child at risk If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

12. Managing allegations made against teachers, including supply teachers, other staff, volunteers and contractors

SCMS will follow the SSP [Arrangements for Managing Allegations of Abuse against People who Work with Children or Those who are in a Position of Trust](#) if a safeguarding concern or allegation is raised against an adult in a position of trust.

An allegation that may meet the harm threshold is any information which indicates that a member of staff /volunteer may have:

- behaved in a way that has harmed a 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/she may pose a risk of harm to children; or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff supply teacher, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our service.

Concerns that do not meet the harm threshold will be dealt with in accordance with SCMS Safeguarding Reporting procedure for managing low-level concerns.

If any member of staff has concerns that a colleague supply teacher, volunteer or contractor might pose a risk to children, it is their duty to report these to the head of service. Where the concerns or allegations are about the SCMS Head of Service, these should be referred to Mark Bennett, the SCMS CYP E&L Link Officer.

The head of service will immediately report the concern to the Local Authority Designated Officer **within one working day**.

Where a child may have suffered significant harm we will also submit a referral to the Multi-Agency Safeguarding Hub.

The corporate director for Health, Wellbeing and Children's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on LADO@suffolk.gov.uk or by using the LADO central telephone number: **0300 123 2044** for allegations against all staff and volunteers.

13. Use of school premises for non-school activities

Northgate Arts Centre (NAC) is a multi-purpose venue and part of SCC's building stock. NAC is routinely available outside of school hours for hire and lettings to public organisations. SCMS will ensure that where facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep children safe.

We will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed. Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with SCMS on these matters where appropriate.

Where a lease or hire agreement is entered into SCMS will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement. The guidance on [Keeping children safe in out-of-school settings](#) details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

14. Whistleblowing

SCMS recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. . All staff and volunteers should feel able to raise concerns about

poor or unsafe practice and potential failures in SCMS's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the service's safeguarding arrangements.

SCMS would wish for everyone in our community to feel able to report any child protection/safeguarding concerns through existing procedures within the service, including the [SCC Whistleblowing](#) Policy, where necessary. However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

15. Useful Contacts and links:

Multi-agency Safeguarding Hub (MASH) Professional Helpline:	0345 606 1499
MASH webchat facility	webchat facility
Customer First (Professional Referral Line) for use in emergencies only:	0345 606 6167
Customer First:	0808 800 4005
Police (emergency only):	999
Suffolk Police main switchboard:	01473 613500
Suffolk Police Cybercrime Unit:	101
Suffolk Safeguarding Partnership/ Local Safeguarding Children Board	https://suffolksp.org.uk/
MYSCC: Contact and Referral / MASH	https://suffolknet.sharepoint.com/sites/myscc/Pages/Referral-and-Assessment.aspx
Suffolk County Council:	www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/

LADO 0300 123 2044 or lado@suffolk.gov.uk or on the [LADO pages](#) on Suffolk Safeguarding Partnership website

Appendix A - further information on specific safeguarding issues

(source: Annex A, KCSiE)

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people know but not related to the victim (such as neighbours, friends and acquaintances; and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

Is it important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some case the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Children who have been exploited will need additional support to help keep them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK – no specific distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's home and care homes

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

.A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a young person's involvement in county lines is available in guidance published by the [Home Office](#).

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11 year olds](#) and [12-17 year olds](#).

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

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

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of service (Dos or DDos) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, not other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at [Cyber Choices](#), ['NSPCC – When to call the Police'](#) and [National Cyber Security Centre – NCSC.GOV.UK](#)

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures the different types of relationship are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to the behaviour is directed towards must be aged 16 or over and they must be 'personally connected' (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young

perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available in the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

[NSPCC-UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

[Domestic abuse: specialist sources of support - GOV.UK \(www.gov.uk\) \(includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse\)](#)

[Home: Operation Encompass \(includes information for schools on the impact of domestic abuse on children\)](#)

Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local

Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their family home, and will require a different level of intervention and support. Local authority children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Department for Levelling Up, Housing and Communities have just published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#)

Mental Health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

More information can be found in the [Mental health and behaviour in schools guidance](#). Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Every Mind Matters](#) for links to all materials and lesson plans.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims – GOV.UK (www.gov.uk)

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

[Extremism](#)⁸ is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation⁹ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism¹⁰ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such behaviours can be found at [Radicalisation and Extremism – Examples and Behavioural Traits \(educateagainsthate.com\)](https://www.educateagainsthate.com).

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard"¹¹ to the need to prevent people from being drawn into terrorism".¹² This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

⁸ As defined in the Government's Counter Extremism Strategy

⁹ As defined in the Revised Prevent Duty Guidance for England and Wales

¹⁰ As defined in the Terrorism Act 2000 (TACT 2000)

¹¹ 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.

¹² "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The school's DSL (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to be drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, who will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The DSL (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

Guidance on Channel is available at: [Channel Guidance](#).

Additional support

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

The Home Office has developed three e-learning modules:

- [Prevent awareness](#) e-learning offers an introduction to the Prevent duty.
- [Prevent referrals](#) e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness](#) e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them to safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre – London Grid for Learning \(lgfl.net\)](#))

Sexual violence and sexual harassment between children in schools and colleges

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Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is 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. Detailed advice is available in Part Five of KCSiE.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individual associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: [county lines guidance](#). The [Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to

include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

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

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

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and local authority children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹³ that requires a different approach (see below).

FGM

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

FGM mandatory reporting duty for teachers

¹³ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2016) 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.¹⁴ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve local authority 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. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

[Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.](#)

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent 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 perpetrators use perceived cultural practices as a way to coerce a person into marriage, Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage](#) – GOV.UK (www.gov.uk). School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

[Supporting practice in tackling child sexual abuse - CSA Centre](#) Centre of Expertise on

¹⁴ 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.

Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of 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

[Disrespect NoBody campaign](#) - GOV.UK - 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 Home Office 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](#) - HO statutory guidance

[County Lines Toolkit For Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Confidentiality

[Gillick competency Fraser guidelines](#) - Guidelines to help with balancing children's rights along with safeguarding responsibilities.

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

(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, Department for Health, and Home Office

[Forced marriage](#) - Forced Marriage Unit (FMU) resources

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[Forced marriage](#) - Government multi-agency practice guidelines and multi-agency statutory guidance

[FGM resource pack](#) – HM Government guidance

Health and Well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England

[Supporting pupils at schools with medical conditions](#) - DfE statutory guidance

[Mental health and behaviour in schools](#) - DfE advice

[Overview - Fabricated or induced illness](#) - NHS advice

Homelessness

[Homelessness code of guidance for local authorities](#) – Department for Levelling Up, Housing and Communities guidance

Information Sharing

[Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#) - Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety-advice

[Childnet](#) provide guidance for schools on cyberbullying

[Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety](#) for schools provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium "guidance for safe working practice"](#), which may help ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

[Online safety guidance if you own or manage an online platform](#) DCMS advice

[A business guide for protecting children on your online platform](#) DCMS advice

[UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

Online safety- Remote education, virtual lessons and live streaming

[Case studies](#) for schools to learn from each other

[Guidance Get help with remote education](#) resources and support for teachers and school leaders on educating pupils and students

[Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely

[London Grid for Learning](#) guidance, including platform specific advice

[National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing

[UK Safer Internet Centre](#) guidance on safe remote learning

Online Safety- Support for children

[Childline](#) for free and confidential advice

UK Safer Internet Centre to report and remove harmful online content

[CEOP](#) for advice on making a report about online abuse

Online safety- Parental support

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

[Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents

[Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

[How Can I Help My Child? Marie Collins Foundation](#) – Sexual Abuse Online

[Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation

[London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Stopitnow](#) resource from The Lucy Faithfull Foundation can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

[National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to

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keep their children safe online

[Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games

[Parentzone](#) provides help for parents and carers on how to keep their children safe online

[Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children’s Commissioner’s parent guide on talking to your children about online sexual harassment

[#Ask the awkward](#) – Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

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](#) – Resources by London Grid for Learning

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 strategy

[Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance

Sexual violence and sexual harassment

Specialist Organisations

[Barnardo's](#) - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

[Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

[Marie Collins Foundation](#) – Charity that, amongst other things, works directly with

children, young people, and families to enable their recovery following sexual abuse.

[NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

[Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[UK Safer Internet Centre](#) - Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

[Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence organisations.

[NICE](#) guidance contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

[HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

[NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#)- free and independent advice about HSB.

[Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) provides a school self-assessment toolkit and guidance for addressing HSB in schools.

[Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for Victims

[Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

[Rape Crisis](#) - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

[The Survivors Trust](#)- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

[Victim Support](#) - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

[Childline](#) provides free and confidential advice for children and young people.

Toolkits

[ask AVA](#) - The Ask AVA prevention platform has been created to support education

practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

[NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

[NSPCC](#) - Resources which help adults respond to children disclosing abuse.

NSPCC also provides free and independent advice about HSB: NSPCC - [Harmful sexual behaviour framework](#)

[Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

[Contextual Safeguarding Network](#) – self-assessment toolkit for schools to assess their own response to HSB.

[Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.

[Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.

[Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

[NSPCC - Harmful sexual behaviour framework](#) An evidence-informed framework for children and young people displaying HSB.

[Contextual Safeguarding Network – Beyond Referrals](#) - Schools levers for addressing HSB in schools.

Sharing nudes and semi-nudes

[London Grid for Learning-collection of advice](#) - Various information and resources dealing with the sharing of nudes and semi-nudes.

[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

NCA CEOP [Thinkuknow](#): Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to [support positive sexual behaviour](#).

Appendix Bi – Recording Process for Safeguarding Concerns

For use by the DSL in the first instance.

This is the email template/pro-forma which will be sent by the DSL to any member of SCMS staff reporting any form of Safeguarding Concern – whether in a school setting or at CMG/SYM Activity, about a child or about an adult. The email template will be sent with high importance, encrypted ‘Official Sensitive’ and with the request of a ‘read receipt’ from the DSL. The template email is located within the SCMS Secure Safeguarding folder on TEAMS.

Dear ,

Thank you for getting in contact about your Safeguarding concern. Could you please provide us with the information requested below. This is the core information we require to action this concern.

Many thanks. Please respond as quickly as you can and ensure you use the ‘OFFICIAL sensitive’ encryption.

If your report is concerning a disclosure or other concern during a CMS or SYM activity, please attach any disclosure notes or 'record of concern' form (ROC) to this email and return to the DSL. The notes should be a digital copy of your **hand-written** disclosure notes (either photograph or scan).

Date and time of incident (and date of report - if different)	Who is the concern about? (name - if known)	DOB / Year Group (if concern is about a child)	Location (include name of school or activity)	Who is the other party involved? (please delete irrelevant)	What setting were you in? (please delete irrelevant)	Who else have you reported it to? (supply name and position where possible)
	<ul style="list-style-type: none"> • A child • An adult • A member of school or music service staff 			<ul style="list-style-type: none"> • Another child • Another adult • A member of school or music service staff 	<ul style="list-style-type: none"> • School • SYM • CMG • SYM IVT / OIVT 	

Appendix Bii - Recording form for safeguarding concerns

Suffolk County Music Service: Record of Concern (ROC)

(for use by any staff – must be handwritten and legible)

Name of: (pls. tick) <input type="checkbox"/> SYM/CMG Member, or <input type="checkbox"/> person making the disclosure, or <input type="checkbox"/> person that concern is about	Date of birth of person referred to in disclosure/concern (if child):	Name of SYM/CMG ensemble attending if appropriate:

Date & time of incident:	Date & time (of writing):
Name (print): Job title:	
Signature:	
Record the following factually: Nature of concern, e.g., disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc. <i>(please include as much detail in this section as possible. Remember – the quality of your information will inform the level of intervention initiated. Attach additional sheets if necessary.</i>	
What is the pupil’s perspective (if a child)?	
Professional opinion, where relevant <i>(how and why might this have happened?)</i>	
Any other relevant information. Previous concerns etc. <i>(distinguish between fact and opinion)</i>	
Note actions, including names of anyone to whom your information was passed and when	

Check to make sure your report is clear to someone else reading it.

Please share this form confidentially with your DSL without delay.

Appendix C - body map

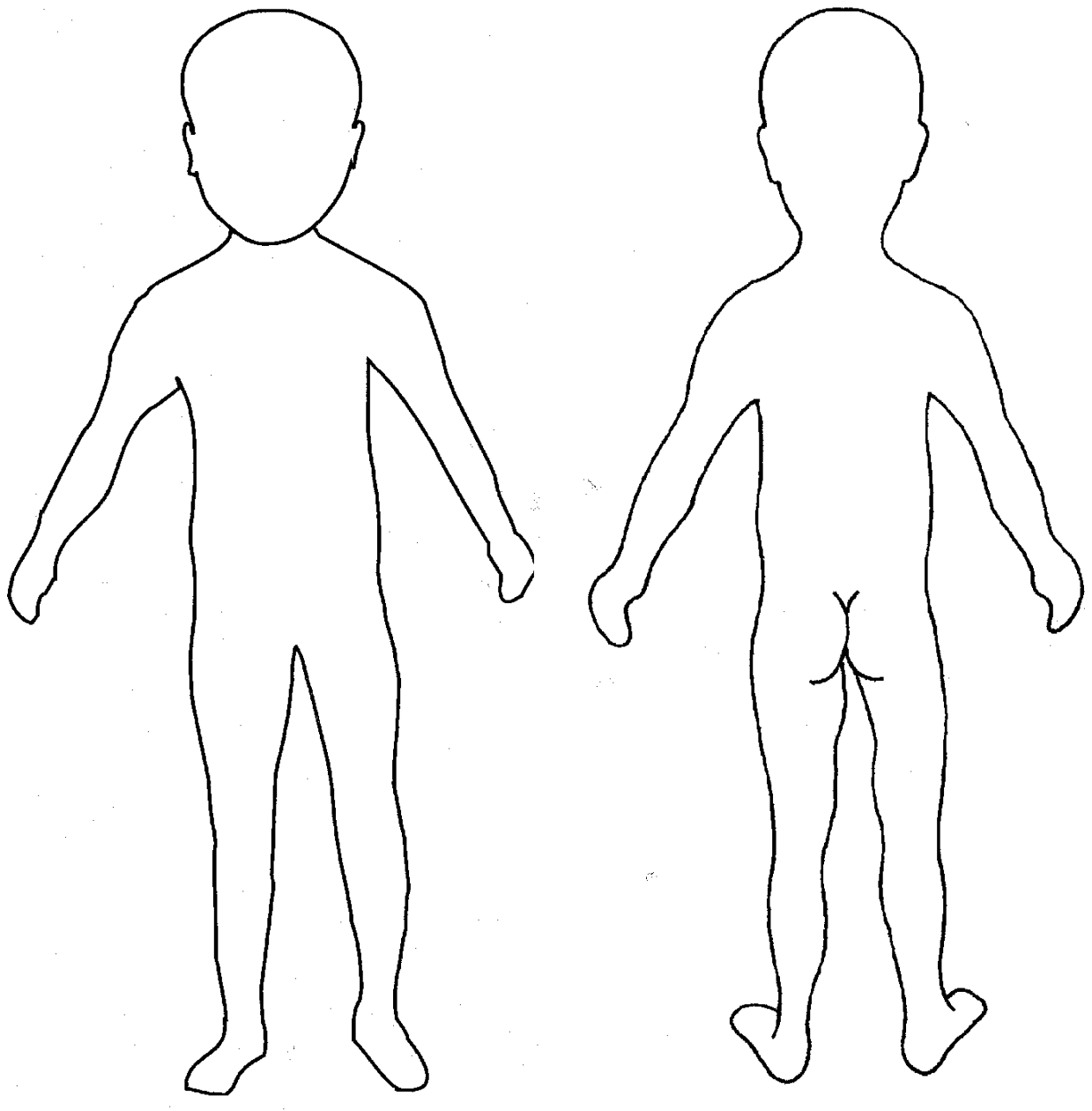
BODYMAP

(This must be completed at time of observation)

Name of Pupil: Date of Birth:

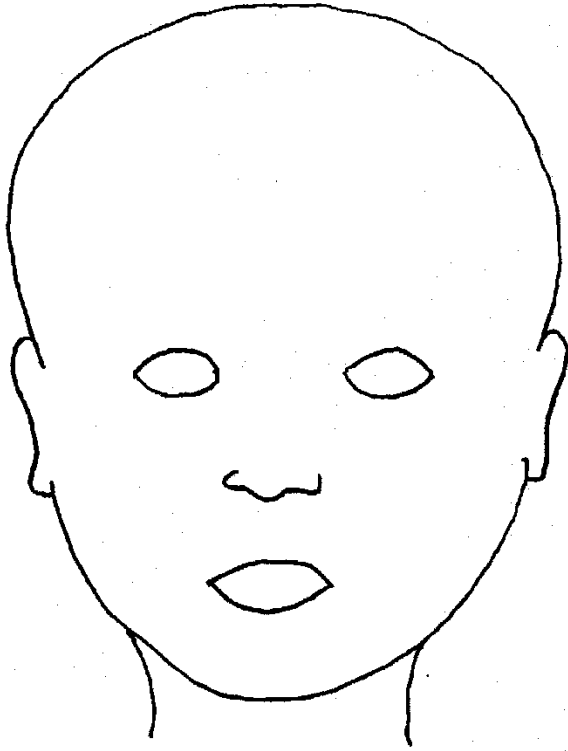
Name of Staff: _____ Job title: _____

Date and time of observation: _____

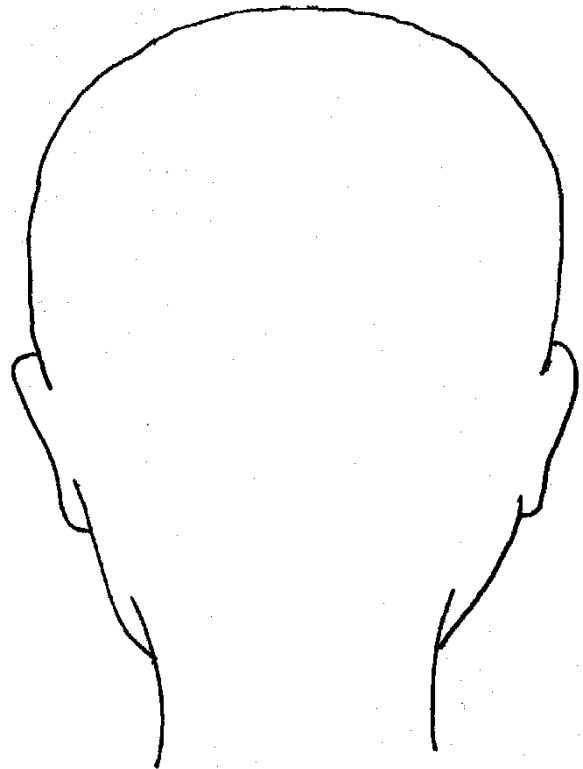


Name of pupil: _____

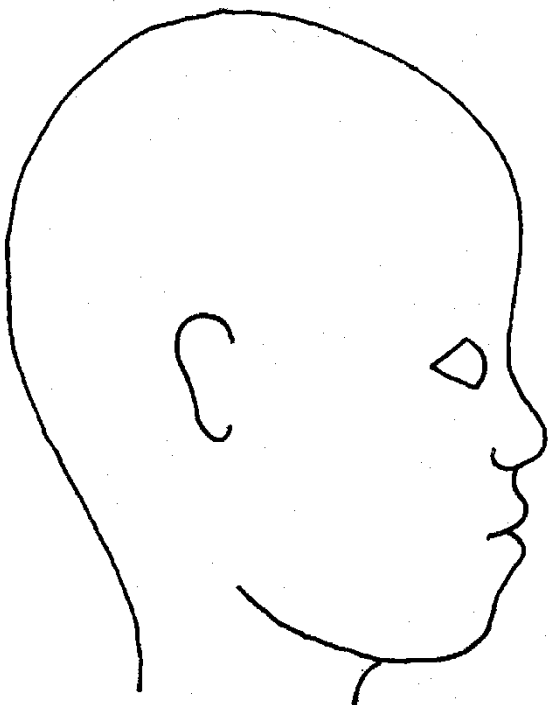
Date and time of observation: _____



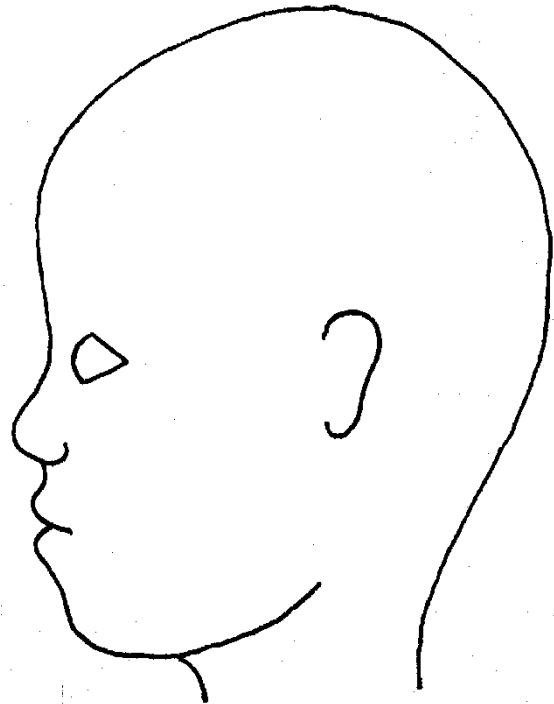
FRONT



BACK



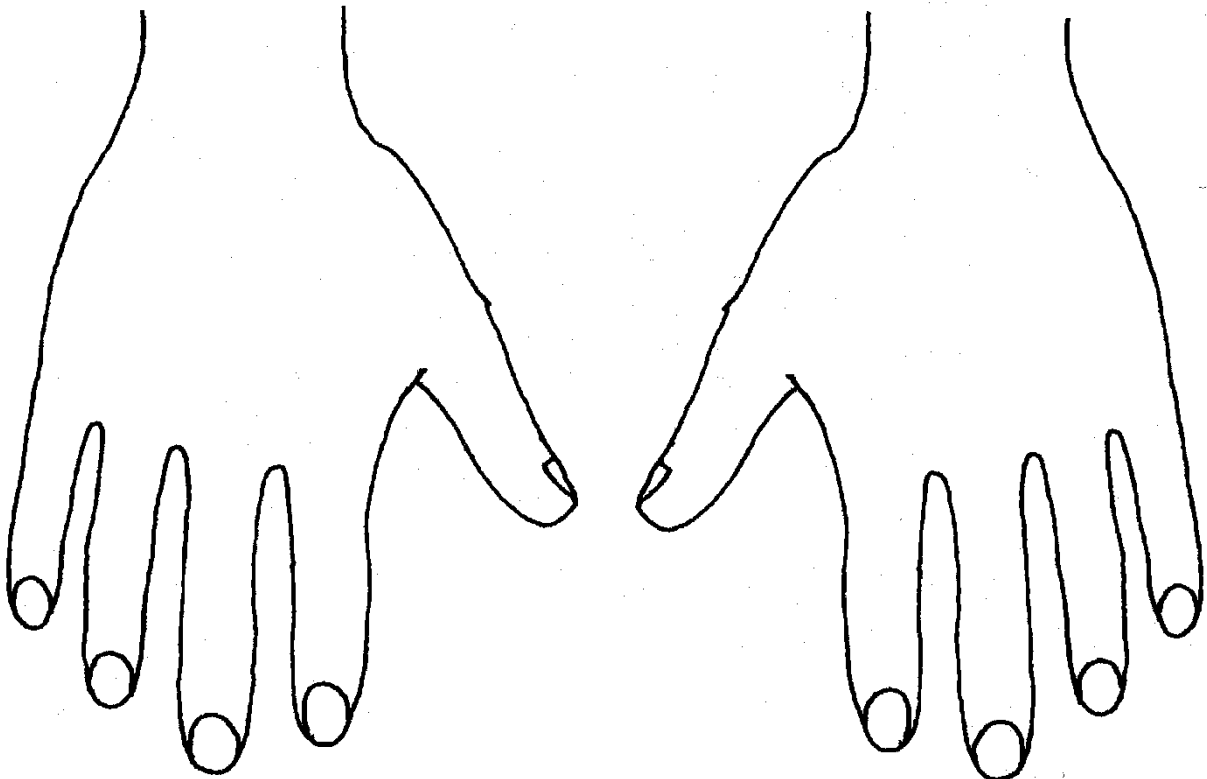
RIGHT



LEFT

Name of pupil: _____

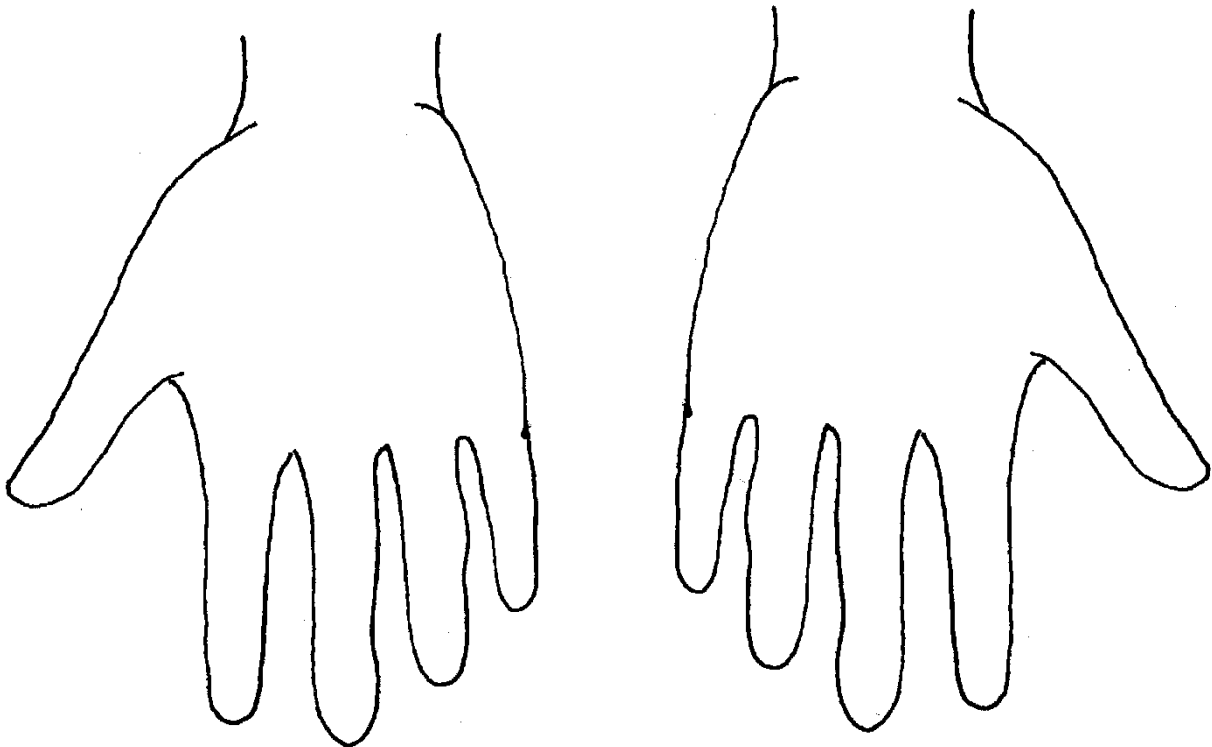
Date and time of observation: _____



R

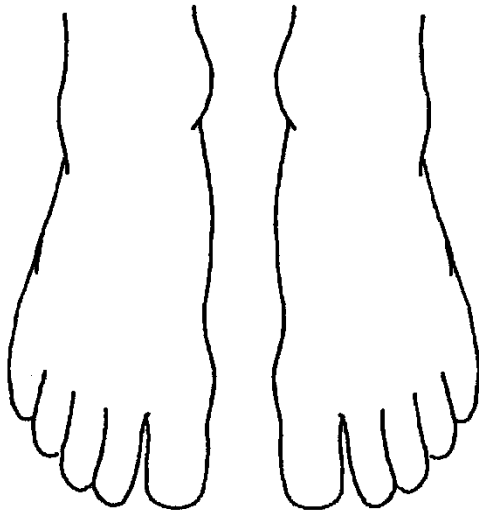
L

BACK

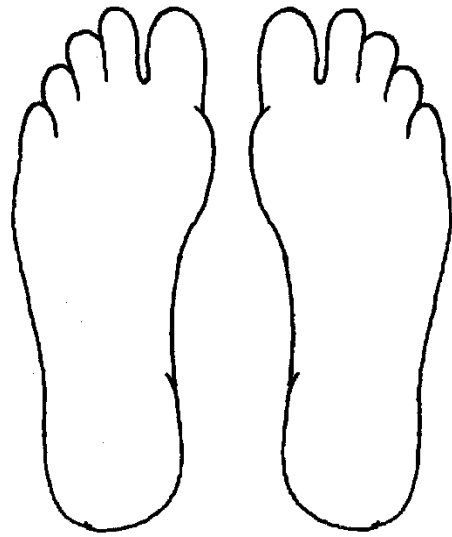


Name of Pupil: _____

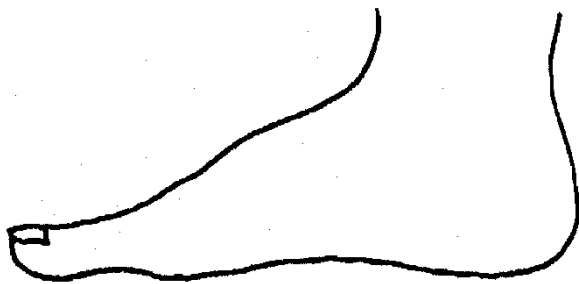
Date and time of observation: _____



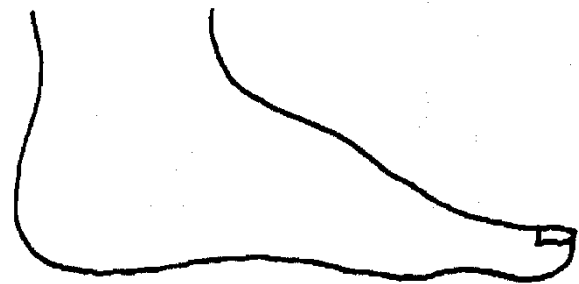
R TOP L



R BOTTOM L



R

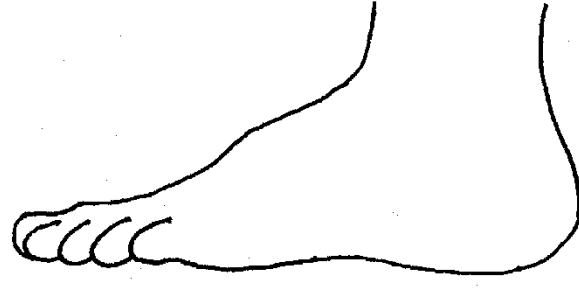


L

INNER



R



L

OUTER

Printed Name,
Signature and Job
title of staff:

Appendix Di - Managing Allegations in SCMS: child concerns.

Managing Allegations in SCMS: Actions where there are concerns about a child.

For: all members of staff, regular visitors, volunteers and service users

SCMS Staff who have concerns about a child must take immediate action.

Listen to the child and ask them to TED: Tell; Explain; Describe

In-school/Setting: Follow the school's Child Protection Policy. Speak to the school's (A)DSL and complete school's reporting procedures. Notify the SCMS (A)DSL that you have reported a concern to the school. You will be sent a pro-forma email to fill in and return to SCMS DSL.

SYM/CMG Programmes: report your concern to the SCMS (A)DSL via the recording form on the SCMS Child Protection and Safeguarding Policy accessible on our website [here](#). Talk to the lead DSL +44 7864 612813(BC) and any one of the other DSLs +44 07862 419943(HS); +44 7860 834117(MS); +44 7860 834113(TR); +44 7704 017763 (LB) for support. **NB the recording form/s must ONLY be shared via SCC email accounts and encrypted OFFICIAL SENSITIVE.** You can also call the Multi Agency Safeguarding Hub directly (see below)

Action (Immediate)

1. (A) DSL will record time and date concern received and assess whether:
 - a) Threshold of significant harm or risk of significant harm is met. DSL will contact MASH if unsure threshold is met.
 - b) Where appropriate, complete and submit the SSP Mult Agency Referral (MARF)*
Call Customer First Emergency Line 03345 806 8167 if believed imminent significant harm/risk of harm to CYP. Complete the MARF within 24 hours confirm the referral.

It is important that consultation does not delay a referral.

MASH 0345 606 1499

Professional consultation line for advice

MARF form on SSP website

Customer First
0800 800 4005

*SCMS staff may be required to contribute to multi-agency plans to provide additional support to children.

Communication with Parents/Carers

2. SCMS will always undertake to share its intention to refer a child to Social Care with their parents/carers unless to do so would put the child at greater risk of harm or impede a criminal investigation. If in doubt, staff will consult with the MASH Professional Consultation line on this point.

SCMS Action (Threshold for MARF not met)

3. (A)DSL records how decision has been reached and should consider whether additional needs of the child have been identified that might be met by early help. Where SCMS staff have raised concerns in school, the school DSL will take similar action. You may not get any feedback! Information sharing must be justifiable, proportionate and relevant.

Procedure to follow when a child goes missing from education:

In-school setting: Follow the school's Child Protection Policy and procedures.

SYM and CMG programmes: Be aware that CYP missing, particularly repeatedly, from SYM and CMG out of school hours activity can act as a vital warning sign of a range of safeguarding possibilities.

SCMS Senior Managers/Tutor-In-Charge will contact parents of CYP with any unauthorised absence at the first possible opportunity following completing the register for the activity.

Appendix Dii - Managing Allegations in SCMS: adult concerns.

For: all members of staff, regular visitors, volunteers, and service users

SCMS will follow the SSP if an allegation is made against an adult in a position of trust. [Arrangements for Managing Allegations of Abuse against People who work with Children or Those who are in a Position of Trust](#)

An allegation is any information which indicates that a member of staff/volunteer may have:

- behaved in a way that has harmed a 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/she may pose a risk of harm to children.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our service.

Concerns or an allegation of abuse against a staff member may be raised by a school or setting in which we are working or through SCMS. In School settings the allegation will be made to the Headteacher and in the SCMS the allegation will be made through the Head of Service.

Where the concerns or allegations are about the Head of Service, these should be referred to Mark Bennett, the SCMS CYP E&L officer.

The Head of Service (in schools the Headteacher) should report the concern/s to the Local Authority Designated Officer (LADO) [Local Authority Designated Officer \(LADO\)](#)
LADO central telephone number 0300 123 2044
LADO@suffolk.gov.uk
The LADO will provide advice and guidance and liaise with the Police and other agencies.

The LADO establishes with the employer that the allegation is within the scope of the Suffolk Safeguarding Partnership procedures. If the concern does not meet the LADO threshold, the employer to decide whether it is appropriate in the employment context to follow up the concern and how that can best be achieved. However, as part of the initial consideration the LADO may provide a view of the next step.

If the parents of the child involved are not aware of the allegation, the LADO will also discuss how and by whom they will be informed.

A clear and comprehensive summary of any allegations made details of how and who followed the allegations up and any resolution and conclusion. The record should include details of any actions taken and all decisions reached.

Appendix E – Related Safeguarding Policies and Procedures

1. [Suffolk Safeguarding Partnership](#) Child Protection Procedures and Practice Guidance
2. [Keeping Children Safe in Education 2023](#) DFE 2023
3. [Working Together to Safeguard Children](#) HM Government 2018
4. [Guidance for safer working practice for those working with children and young people in education settings](#) February 2022
5. [What to Do If You Are Worried A Child is Being Abused](#) HM Government 2015
6. Suffolk County Council Safer Recruitment [SCC Recruitment Policy 2021 including Safer Recruitment](#))
7. SCMS Code of Conduct and Staff Behaviour Policy (internal to staff)
8. [SCC Staff Acceptable Use of Information Systems Policy](#) SCC March 2021
9. SCMS Anti-Bullying Policy located on the Safeguarding Pages of SCMS website [Safeguarding \(suffolkmusiclub.co.uk\)](#)
10. [Arrangements for Managing Allegations of Abuse against People who work with Children or Those who are in a Position of Trust](#)

Useful Contacts and links:

Multi-agency Safeguarding Hub (MASH) Professional Helpline:	0345 606 1499
MASH webchat facility	webchat facility
Customer First (Professional Referral Line) for use in emergencies only:	0345 606 6167
Customer First:	0808 800 4005
Police (emergency only):	999
Suffolk Police main switchboard:	01473 613500
Suffolk Police Cybercrime Unit:	101
Suffolk Safeguarding Partnership/ Local Safeguarding Children Board	https://suffolksp.org.uk/
MYSCC: Contact and Referral / MASH	https://suffolknet.sharepoint.com/sites/myscc/Pages/Referral-and-Assessment.aspx

Suffolk County Council:

www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/

LADO 0300 123 2044 or lado@suffolk.gov.uk or on the [LADO pages](#) on Suffolk Safeguarding Partnership website