



SUPPORTING EDUCATION FOR THE NEXT GENERATION

U-Educate Safeguarding & Child Protection Policy- September 2025

1. Statement of Intent

1.1 U-educate is dedicated to safeguarding and promoting the physical, mental, and emotional welfare of every student. Our safeguarding arrangements are based on four key principles:

- i) Safeguarding is everyone's responsibility: All staff, advocates, and volunteers must understand and fulfil their duty to keep children safe. We prioritise safeguarding and child protection in all our policies and processes, always operating with the best interests of the child in mind.
- ii) Children are at the heart of everything we do: We strive to understand the needs and views of children, recognising the importance of enabling them to speak openly about their concerns. Children should feel confident that they will be listened to and know how to report and disclose abuse or harm.
- iii) Strong relationships with parents, carers, and the community: We aim to know children and their families, understand their concerns, and address any barriers to learning, attendance, good behaviour, and participation. Our goal is for all children and families to experience equity, understanding, belonging and appreciation.
- iv) Together we are stronger: We support and challenge each other to make the best decisions for children and continually improve our practices. We aim to build a highly trained workforce and enhance our training and knowledge continuously.

1.2 This policy provides a clear and consistent framework for implementing this statement of intent. It complies with relevant statutory guidance and will be achieved by:

- Ensuring that all members, advocates, the Head of Provision/ Programme Lead, and all staff understand their responsibilities as outlined in safeguarding legislation and statutory guidance, are alert to signs of child abuse and know to refer concerns to the DSL.
- Teaching students how to stay safe and make informed choices.
- Identifying and providing support for any student who has been subjected to or is at risk of abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify individuals who might pose a risk to children and only appointing staff after all checks have been completed.

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1.3 This policy does not duplicate extensive sections of statutory guidance. It should be read in conjunction with the statutory guidance "Keeping Children Safe in Education (KCSIE) 2023" and "Working Together to Safeguard Children (2023)." This policy includes additional guidance specifically for U-Educate staff.

1.4 We have enhanced our trust's capacity to build safeguarding expertise, ensuring robust strategic oversight supported by local and contextual knowledge. These arrangements are detailed below:

U-educate Safeguarding Lead: Adam Gray

Designated Deputy Safeguarding lead: Lauren Johnstone

2. Legal Framework

2.1 This policy is based on the Department for Education's statutory guidance: "Keeping Children Safe in Education (2023)," "Working Together to Safeguard Children (2018)," and the "Governance Handbook." We will adhere to this guidance and the arrangements set forth by the relevant local safeguarding boards. This policy takes into account the latest editions of pertinent legislation and statutory guidance, including but not limited to, the following:

2.2 Legislation and Statutory guidance.

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003
- Children Act 2004
- Human Rights Act 1998 (legislation.gov.uk)
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010 Public sector equality duty
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- Anti-social Behaviour, Crime and Policing Act 2014
- Counterterrorism and Security Act 2015
- The Data Protection Act -)
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

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- Marriage and Civil Partnership (Minimum Age) Act 2022
- Police and Criminal Evidence Act (1984) – Code C
- The Prevent duty: safeguarding learners vulnerable to radicalisation.
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'.
- Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage.
- Working together to improve school attendance

2.3 Non-statutory guidance

- Child abuse concerns: guide for practitioners - GOV.UK
- Child sexual exploitation: definition and guide for practitioners - GOV.UK 8
- Criminal exploitation of children and vulnerable adults: county lines - GOV.UK
- Information sharing advice for safeguarding practitioners - GOV.UK
- Mental health and behaviour in schools - GOV.UK Department for Education (publishing.service.gov.uk)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK .
- Teachers' standards - GOV.UK Recruit teachers from overseas

3. Overall Aims

3.1 This policy aims to protect and safeguard all our students by ensuring that all staff are aware of their safeguarding responsibilities, remain vigilant to the needs of our children, and follow the procedures outlined in this policy to keep children safe.

3.2 This policy also applies to any establishment we commission to deliver education on our behalf.

4. Roles and Responsibilities in Recognising Needs, Harm, and Abuse

4.1 All staff at U-educate must recognise, respond to, and record/report their concerns.

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Recognise

Everyone working with children should be able to identify signs of possible abuse and neglect. Waiting for a child to disclose abuse is not sufficient as children may not feel ready or know how to report that they are being abused, exploited, or neglected. They may not even recognise their experiences as harmful. Therefore, recognising and identifying signs of potential abuse is part of our continuous professional development. All staff have a duty to exercise professional curiosity and follow up on any concerns, no matter how minor.

Respond

All adults working for U-Educate are considered 'trusted adults' and are expected to be emotionally available to children, which is a crucial aspect of our safeguarding culture. We will not ignore harmful behaviours or actions and will respond appropriately to any concerns or disclosures of abuse from children.

Record/Report

It is our duty to promptly and securely document, in writing, any concerns or disclosures about or by children using MyConcern. All staff are expected to have read and understood the section on receiving disclosures in KCSiE 2023 and to follow this guidance. Staff will be provided with MyConcern log-in details and are expected to use the system appropriately. Certain staff, such as AP practitioners and some support roles, do not have access to MyConcern and must report any concerns immediately to a DSL, followed by a written report.

In cases of serious risk or harm to a child, an immediate verbal alert to the DSL is required.

All U-educate staff, including volunteers, must read Part 1 and Annex B of KCSIE (September 2023). Additionally, U-educate expects all staff to read Part 4 (Allegations Against Staff). Staff must sign annually to confirm they have read and understood these documents.

Staff are also expected to:

- Provide a safe environment for all children to learn.
- Stay up to date with the provisions systems that support safeguarding.
- Raise any safeguarding concerns with the DSL. If there is an immediate risk of serious harm to a child, make a referral to children's social care immediately.
- Be prepared to support social workers in making decisions about individual children.
- Complete a formal written safeguarding concern on MyConcern or equivalent immediately, always on the same day

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- Develop and act on their professional curiosity.
- Maintain an attitude that every child's rights must be protected and challenge any form of prejudice or discrimination.
- Maintain an attitude that harmful sexual behaviour, harassment, or violence is never acceptable, and never rely on students to disclose abuse.
- Support the identification of children who may need extra help by sharing information and working collaboratively.
- Know the provision's procedures for dealing with children who are absent from education and report any concerns to the DSL.
- Be fully aware of the U-educate's behaviour and online safety policies.
- Understand the early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals for early identification and assessment.
- Understand their statutory duty to report to the police if they suspect female genital mutilation (FGM) has been carried out on a girl under 18. This responsibility cannot be delegated
- Be aware that mental health problems can indicate that a child has suffered or is at risk of abuse, neglect, or exploitation.
- Report any concerns about another member of staff to the Head of Programme/Programme Lead and act on any low-level or 'niggling doubts.' Concerns about the Head of Programme/Programme Lead should be referred to the appropriate Director of Education for referral to the Local Authority Designated Officer (LADO).
- Raise concerns about poor or unsafe practices and potential failures in the provisions safeguarding process through U-educate's whistleblowing policy.
- Engage fully in any professional learning and continuous development offered.
- Be prepared to challenge decision-making when necessary and not rely solely on the expertise of safeguarding leads or leaders. Never assume an issue has been dealt with; always ask if unsure.

4.2 Directors of Alternative Provision

Directors of Alternative Provision are required to provide written confirmation that they have completed annual child protection and safeguarding training in the autumn term and have read Parts One, Two, and Four, along with Annex B of "Keeping Children Safe in Education (2023)." The AP directors will ensure all U-educate staff comply with their legal responsibilities as outlined in KCSiE 2023.

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Additionally, they will ensure:

- Each Provision has a senior leadership team member designated as the Lead Designated Safeguarding Lead (LDSL).
- An effective Child Protection and Safeguarding Policy and a Staff Code of Conduct are in place and accessible to staff.
- All staff complete core child protection and safeguarding training each autumn term and have read Parts One and Annex B of KCSiE 2023 before the start of employment, with this recorded on the Single Central Record (SCR).
- All advocates complete child protection and safeguarding training in the autumn term and have read Parts One, Two, Four, and Annex B of KCSiE 2023.
- All staff receive appropriate training on the government's anti-radicalisation strategy, Prevent.
- New staff receive a safeguarding induction covering basic child protection training, indicators of abuse, response and reporting procedures, online safety, key policies, the behaviour policy, the staff code of conduct, and Parts One and Annex B of KCSiE (September 2023).
- Appropriate checks are conducted on all new staff, temporary staff, and relevant volunteers.
- Temporary, supply, and agency staff, as well as volunteers, are informed about the Provision's child protection arrangements and their responsibilities and receive appropriate training.
- Procedures are in place for dealing with allegations of abuse and low-level concerns against staff/volunteers, and these procedures are known to all staff.
- Procedures comply with the safeguarding board's guidelines in the area where the provision is located.
- Safeguarding procedures and systems, including those for filtering and monitoring, are reviewed annually across the partnership.

4.3 Head of Provision/Programme Leads

Head of Provision and Programme Leads at U-educate are responsible for ensuring:

- Compliance with all aspects of KCSiE 2023.
- The annual publication of a localised version of the U-educate's Child Protection and Safeguarding Policy is tailored to the specific context and sharing this policy along with U-educate's Staff Code of Conduct with all new staff.
- All staff are aware of and follow policies and procedures, especially regarding suspected abuse and neglect.
- A senior leadership team member is designated as the Lead Designated Safeguarding Lead (LDSL).
- The LDSL is provided with the time and resources necessary to effectively fulfil their role.

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- There are sufficient Deputy Designated Safeguarding Leads (DDSLs) to manage effective safeguarding and child protection.
- Ongoing professional learning for all staff, which supports a healthy safeguarding culture, is continuously updated, integrated, and aligned with the whole U-educate safeguarding approach.

4.4 Safeguarding Advocates

- Safeguarding advocates do not have legal powers according to U-educate's scheme of delegation. Their role is to provide support, challenge and bring to the attention to the Head of Provision/Programme Lead/ Directors any local community issues that require a safeguarding response. They should offer a strong local voice in supporting, challenging, and guiding the leadership team on safeguarding matters.
- Advocates will regularly liaise with Head of Provision and Programme Lead's and the LDSL, conducting monitoring visits and offering support and challenge to their safeguarding efforts.
- Advocates are required to read Parts One, Two, and Four, as well as Annex B of "Keeping Children Safe in Education 2023," and sign to confirm they have read and understood these documents.
- U-educate will provide additional training on current and contextual safeguarding issues for Safeguarding Advocates.

4.5 The Role of Designated Safeguarding Lead (DSL)

The responsibilities of the DSL are detailed in Annex C of KCSiE 2023. At U-educate the DSL must ensure they:

- Take the lead responsibility for safeguarding and child protection, as outlined in their job description.
- Foster a culture of listening to children and considering their wishes and feelings.
- Support staff in identifying vulnerable children and collaborate with other key members of staff and external agencies to meet students' needs.
- Inform students about the process for raising concerns (about themselves or others), ensuring they can identify a trusted adult and are aware of local support agencies.
- Have a working knowledge of local levels of need thresholds guidance relevant to the children in their provision, using this guidance to identify risk and harm.
- Ensure a DSL is always available during the provision day and term time.
- Act on and triage any alerts received via MyConcern on the same day.
- Categorize all alerts on MyConcern and identify the level of need.
- Close or archive all files as appropriate and liaise with the Data Protection Officer (DPO) to ensure local records are retained in accordance with relevant legislation.

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- Quality assure MyConcern alerts and referrals in terms of recording and reporting, in line with KCSIE 2023.
- Review, summarise and appropriately share any child protection information received by a Provision.
- Regularly analyse MyConcern and other data to identify emerging trends and potential unmet needs for individual children and families, including the number of alerts, referrals, and outcomes for children.
- Have a detailed understanding of the provision's context, including specific local risks, and share this information with all staff regularly.
- Take lead responsibility for online safety, overseeing and acting on filtering and monitoring reports, and working closely with IT providers to ensure they are fit for purpose.
- Arrange training for all staff to enable them to support the use of technology in the classroom.
- Communicate regularly with parents/carers about safeguarding issues, including online safety.
- Provide staff with updates about relevant outcomes and findings of local and national Child Safeguarding Practice Reviews and Lessons Learnt Reviews.
- Establish and maintain U-educates early help offer, which includes the range of services and assistance provided for children and families.
- Be aware of the local safeguarding board's process for resolving professional disagreements and be prepared to use this in case of a dispute.
- Undergo refresher training at least every two years and update their knowledge and skills through attendance at DSL Development events and network meetings organised by U-educate.
- Access regular supervision.

DSLs Approach: Respond/Refer, Review, Reflect

Respond/Refer

- Any member of staff can make a referral to children's social services, though it is typically done by the DSL.
- The DSL manages all responses, actions, case notes, and chronologies via MyConcern.
- The DSL promptly triages all concerns against the levels of need thresholds guidance.
- Usually, the DSL decides the most appropriate action, possibly consulting with the 'front door' to children's social care.
- If no referral is made, the DSL will document the rationale for this decision.

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Review

- The Lead DSL ensures cases are regularly reviewed through meetings with other DSLs, programme leads, and pastoral staff.
- This review process includes concerns not referred to children's services and students frequently absent.

Reflect

- Lead DSLs should encourage staff to challenge them when necessary and be open to such challenges.
- They should reflect on their practices to ensure safeguarding policies, systems, and processes are continuously reviewed.
- All DSL-trained staff are encouraged and expected to access regular supervision.

5. Our Role in Preventing Abuse

5.1 This Safeguarding and Child Protection policy is integral to the ethos of our partnership, which prioritizes safeguarding. We ensure that all U-educate students:

- Are treated with respect and dignity
- Are taught to treat each other with respect and dignity
- Always feel safe
- Have a voice and are listened to

5.2 We recognise that some children are at an increased risk of abuse and may face additional barriers in recognising or disclosing it. Staff must be fully aware of these risk factors. We are committed to anti-discriminatory practices and acknowledging the diverse circumstances of our children. We ensure that all children receive the same protection, regardless of any barriers they may face. We make reasonable adjustments when necessary, in line with our safeguarding principles, particularly for children who:

- Have special educational needs or disabilities (SEND) or health conditions
- Have experienced mental health issues
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification, or sexuality
- Speak English as an additional language
- Are living in difficult situations, such as temporary accommodation or where there are issues like substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

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- Are asylum seekers or refugees
- Are recently bereaved
- Are at risk due to their own or a family member's mental health needs
- Are looked after or previously looked after
- Are frequently missing or absent from education
- Are at risk of being removed from the school's roll to be home educated
- Do not attend full time
- Are members of the LGBTQ+ community

5.3

We are also aware of the contextual safeguarding risks our children face. Contextual safeguarding involves understanding and responding to young people's experiences of significant harm beyond their families. This approach seeks to identify and address harm and abuse that occurs outside the home, from either adults or other young people. As children grow older, they spend more time socialising independently, and the protection or abuse they encounter is influenced by their environment, neighbourhood, journey to school, use of social media, and relationships formed in these settings.

These extra-familial threats may arise within the provision, peer groups, the wider community or online. We recognise the different communities our provision's serve and the range of safeguarding risks in each community. Staff must fully understand these risks to minimise them through early identification.

- Each Provision will publish a detailed analysis of the risks to children in their care in its localised Safeguarding and Child Protection Policy.
- The LDSL will liaise with local police authorities and analyse and share this data with staff to ensure they understand the local context of their provision. These risks will be included in the provision's individual safeguarding policy and staff CPD, linking to the safeguarding curriculum for students.
- U-educate have identified local risks and issues affecting student well-being and safety, including:
 - County Lines
 - SEMH (Social, Emotional, and Mental Health)
 - Emotional neglect (deprivation)
 - Online safety

This information will guide and personalise the safeguarding curriculum for children and staff training at u-educate, as well as inform parents.

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6. What We Will Do When We Are Concerned

6.1 All staff should be attentive to any changes in behaviour or mood, listen to children and young people, and report any concerns in writing to the DSL as outlined above.

6.2 Safeguarding leads will adopt an 'assess, plan, do, and review' approach, creating a safety plan that addresses the child's specific needs and outlines measures to minimise risks.

6.3 When unmet needs are identified without evidence of significant risk, the DSL will oversee the implementation of an appropriate early help plan.

6.4 If a social care response is required to address a safeguarding need, the DSL will follow the procedures of the local safeguarding board to initiate it.

6.5 The DSL will oversee the agreed intervention.

6.6 Any staff member can refer to social care if necessary. However, it is best practice to pass concerns through the DSL team.

6.7 This process is summarised in the flow chart in Appendix One.

6.8 Details on making a child protection referral are provided in section 11.

6.9 If you are concerned that an adult working with children may have harmed a child, refer to U-Educate, "Allegations and Concerns Raised in Relation to Staff, Supply Staff, Contractors, and Volunteers." This policy details how and when to contact the Local Authority Designated Officer (LADO). A flowchart is included as Appendix Two, with further information also in section 9 of this policy.

7. Types of Abuse and Neglect

7.1 Staff should be fully aware of the different types of abuse and neglect outlined below. All referrals to children's social care will fall under one or more of these broad categories.

7.2 Child abuse is the maltreatment of a child by another person, whether an adult or another child. Abuse can involve inflicting harm or failing to prevent harm. Abuse, including neglect, and other safeguarding issues are rarely isolated events; multiple issues often overlap.

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7.3 Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm can also result from a parent or carer fabricating or inducing illness in a child.

7.4 Emotional abuse is the persistent emotional maltreatment of a child, causing severe and adverse effects on the child's emotional development. Emotional abuse may include:

- Conveying to a child that they are worthless, unloved, or only valuable insofar as they meet another's needs.
- Not allowing the child to express their views, deliberately silencing them, or mocking their communication.
- Imposing age-inappropriate expectations, overprotection, and limiting exploration or normal social interaction.
- Witnessing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing frequent fear or danger, or exploitation or corruption of children.

7.5 Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence. This can include:

- Physical contact, such as rape, oral sex, or non-penetrative acts like masturbation, kissing, or touching outside of clothing.
- Non-contact activities, such as involving children in looking at or producing sexual images, watching sexual activities, encouraging inappropriate sexual behaviour, or grooming (including via the internet). Staff should be aware that perpetrators of sexual abuse can be of any gender or age, including other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, leading to serious impairment of health or development. Neglect can occur during pregnancy due to maternal substance abuse or after birth through failing to:

- Provide adequate food, clothing, and shelter.
- Protect from physical and emotional harm or danger.
- Ensure adequate supervision and appropriate medical care.
- Address basic emotional needs.

7.7 Exploitation recognises various forms of abuse where children are coerced into activities against their will, including sexual and criminal exploitation.

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7.8 Child-on-child abuse is unacceptable and will be taken seriously. Staff should refer to Appendix 3 for detailed information on child-on-child sexual violence, sexual harassment, and harmful sexual behaviour. Staff must recognise that children can abuse other children, both in and outside of school, including online. We maintain an attitude of 'it probably is happening here,' recognising many reasons why such abuse often goes unreported. We foster a culture where students feel confident to speak up about their concerns

Child-on-child abuse can include:

- Bullying (including cyberbullying and discriminatory bullying).
- Abuse in intimate personal relationships between children.
- Physical abuse, such as hitting, kicking, or otherwise causing harm.
- Sexual violence and harassment.
- Causing someone to engage in sexual activity without consent.
- Sharing of nude or semi-nude images (sexting).
- Upskirting.
- Initiation - violence and rituals.

Most cases will be handled under the U-educate's behaviour policy, but this safeguarding policy will apply to allegations raising safeguarding concerns, including those that are serious, potentially criminal, or pose risks to students.

7.9 To create a positive school culture and minimise child-on-child abuse, staff should:

- Model positive and respectful behaviours.
- Use opportunities to teach about respectful behaviours.
- Be informed about issues affecting people with protected characteristics.
- Be vigilant to issues affecting different genders.
- Create an environment where students feel heard.
- Challenge derogatory or sexualized language and inappropriate behaviour.
- Ensure the curriculum educates on appropriate behaviour and consent.
- Report 'hot spots' where abuse may occur.

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7.10 Staff training will ensure understanding of:

- Signs of child-on-child abuse.
- How to respond to reports.
- The likelihood of underreporting.
- Additional barriers for some children.
- Immediate action on any concerns.
- Potential signs of a student harming another child as an indicator of being abused themselves.

7.11 Procedures for dealing with allegations of child-on-child abuse: Staff must take allegations seriously, report them to the DSL, and record them on MyConcern, without investigating. The DSL will contact local authority children's social care and police if needed.

7.12 Children frequently missing/absent from education: Children missing from school face additional risks. Staff must follow our procedures for children missing/absent from education and requirements in KCSiE 2023, outlined in the U-educate Attendance Policy.

8. Our Role in Preventing Radicalisation

8.1 All staff should receive appropriate training on the government's anti-radicalisation strategy, Prevent, enabling them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Learning needs will be identified based on local risk assessments, which will be conducted as part of the provisions safeguarding audit at least every three years, or more frequently if necessary.

8.2 Radicalisation is the process by which an individual comes to support terrorism and extremist ideologies associated with terrorist groups.

8.3 Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of the armed forces.

8.4 Terrorism involves actions that endanger or cause serious violence to people, cause serious damage to property or seriously interfere with or disrupt electronic systems.

8.5 The use or threat of terrorism is intended to influence the government or intimidate the public and is carried out to advance a political, religious, or ideological cause.

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8.6 We recognise that all our schools have a duty to prevent children from being drawn into terrorism.

8.7 Each of our provisions will have a designated Single Point of Contact (SPOC) who will liaise with the relevant authorities if a concern arises. This person will be trained as a Designated Safeguarding Lead (DSL). The U-educate SPOCs are listed in Appendix Four. The SPOC will undertake Prevent awareness training and ensure that staff receive appropriate training to identify children at risk.

8.8 We will assess the risk of children being drawn into terrorism, based on an understanding of the potential risks in the school's local area, in collaboration with local safeguarding partners and the police.

8.9 We will ensure suitable internet filtering and monitoring are in place and equip our students to stay safe online both at the provision and at home. 8.10 There is no single way to identify an individual who may be susceptible to extremist ideology. Radicalisation can occur quickly or gradually over time. 8.11 Staff will be vigilant for changes in students' behaviour. The Educate Against Hate website provides useful resources for identifying indicators of radicalisation

9. Responding to an Allegation or Concern About a Staff Member, Including Supply Staff, Volunteers, and Contractors

9.1 U-educate has a separate policy titled "Allegations and Concerns Raised in Relation to Staff, Supply Staff, Contractors, and Volunteers," which provides specific guidance and expectations regarding low-level concerns. Staff should be familiar with this policy as well as Part 4 of KCSiE 2023. Details of such concerns are recorded in the Confide system and retained according to relevant legislation. A summary of key considerations follows.

9.2 An allegation may involve any adult working in our provisions, such as a teacher, supply teacher, volunteer, or contractor.

9.3 Any allegation about a staff member must be reported to the Head of Provision/ Programme Lead immediately and without informing the staff member concerned.

9.4 Head of Provision/ Programme Lead must always consult with Directors of Alternative provision

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9.5 Concerns about the Head of Provision/ Programme Lead should be reported to the appropriate Director of Alternative Provision, Adam Gray. Concerns about the Director of Education should be reported to the CEO, Christian Brown (see flowchart in Appendix Two).

9.6 All staff should be aware that they are vulnerable to allegations. They must adhere to U-educate guidance on safe conduct as well as guidance on professional standards and conduct. Staff should know and uphold the expectations of their conduct as set out in the latest edition of "Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings."

9.7 Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitudes or actions of colleagues. Staff should be familiar with whistleblowing procedures, which can be found in the u-educate whistleblowing policy or via the NSPCC.

10. Local Arrangements and Useful Contacts

10.1 U-educate Safeguarding Arrangements U-educate has specific local arrangements for safeguarding, including key staff members with safeguarding responsibilities. These staff members are clearly identified within the each provision's individual policies. The key contacts are as follows:

- CEO: Christian Brown
- Director of Alternative Provision: Adam Gray
- Strategic Safeguarding Lead: Adam Gray
- Head of Provision: Adam Gray
- Lead Designated Safeguarding Lead (LDSL): Lauren Johnstone
- Deputy DSL: Adam Gray
- Mental Health Lead: Charlotte Dempsey
- Attendance Lead Officer: Adam Gray
- Designated Teacher for Looked After Children: Adam Gray

10.2 Individual School Policy Each Provision's policy will include specific contact details and referral processes for safeguarding procedures in alignment with the local safeguarding board.

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11. Useful Contacts for U-educate

11.1 Safeguarding children in East Sussex | East Sussex County Council

The East Sussex Safeguarding Children Partnership (ESSCP) website sets out how Police, health and the local authority plan safeguard and promote the welfare of children in East Sussex.

11.3 Child Protection Referrals

Professionals wanting to make a referral to Children's Social Care should use the provided link and select their working area. For contact details for your Local Safeguarding Children Partnership within the West Midlands, use the provided link and choose your area.

For Staffordshire, use the specified link.

11.4 Threshold Guidance Details of threshold guidance can be found via the following links:

• The Continuum of Need | East Sussex County Council

- East Sussex Childrens Services This out of hours service covers East Sussex and Brighton & Hove. 1273 335906 or 01273 335905
- East Sussex Police: 999 or Contact us | Sussex Police
- NSPCC Helpline: 0808 800 5000
- NSPCC Whistleblowing Hotline: 0800 028 0285
- Counter Terrorism Unit Hotline Number: 0800 789 321
- LADO: 01273 481544

11.5 Additional Resources

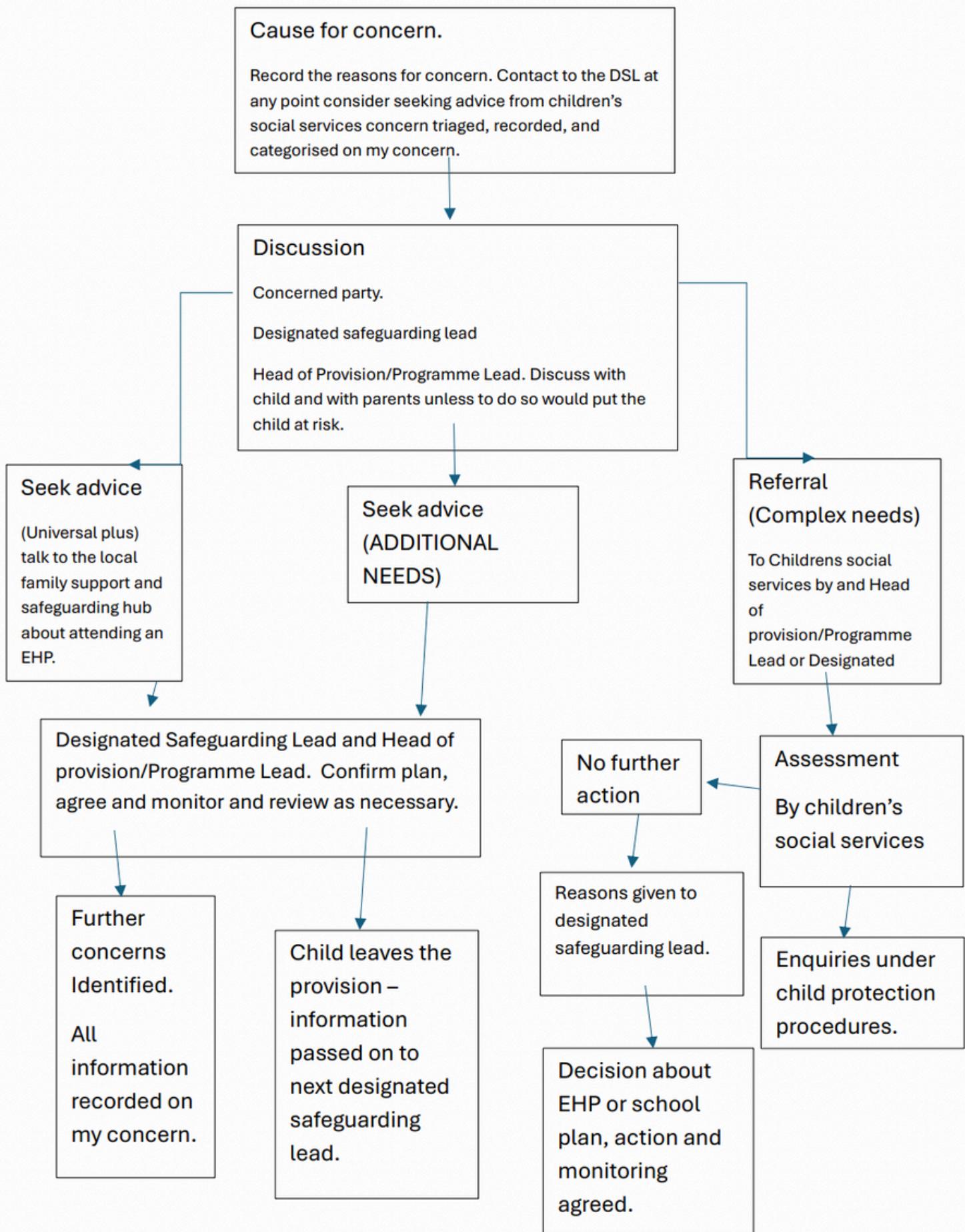
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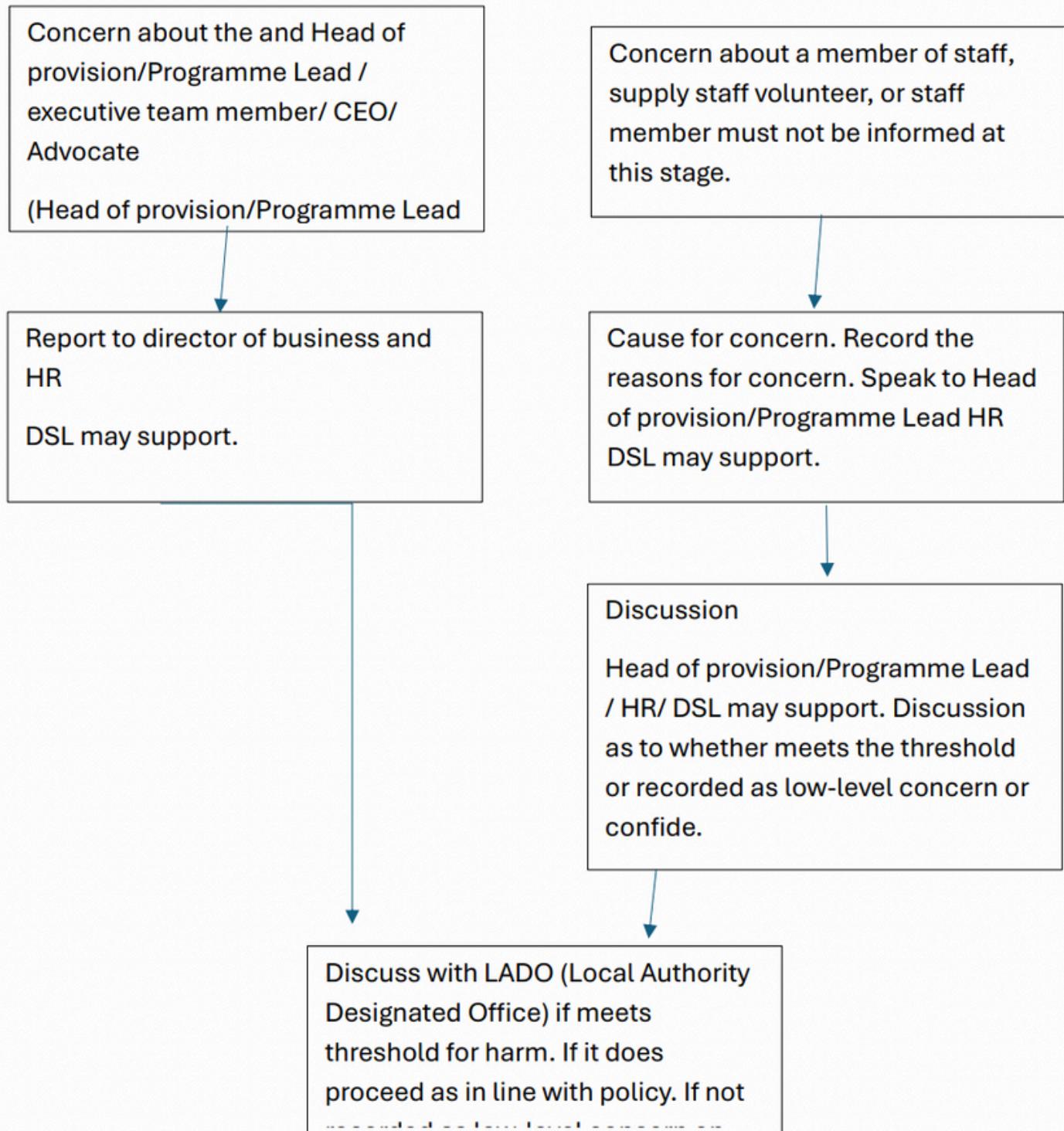
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Appendix One: Key Procedures – Responding to concerns about a child.

If the child is in immediate danger phone 999



Appendix Two: Responding to concerns about a staff member, volunteer or supply teacher flowchart. The use of this flowchart includes low-level concerns.





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Appendix Three:

Child-on-Child Sexual Violence and Sexual Harassment Guiding Principles

- 1.1 These procedures should be read alongside U-educate's anti-bullying and behaviour policies.
- 1.2 Staff are encouraged to adopt an attitude of 'it could happen here' and acknowledge that sexual abuse 'probably is happening here'.
- 1.3 Sexual violence, harassment, and harmful sexual behaviour (HSB) can occur between children of any age and sex, including group assaults or harassment.
- 1.4 U-educate recognises that sexual violence and harassment exist on a continuum and may overlap.
- 1.5 This behaviour can occur in school or any setting where students gather, including online, and can severely affect children's emotional health, well-being, and academic performance.
- 1.6 Any reports or suspected incidents of sexual violence or harassment must be immediately referred to the Designated Safeguarding Lead (DSL).
- 1.7 U-educate maintains a zero-tolerance approach to sexual violence and harassment. Such behaviour is never acceptable and will not be tolerated. Staff must not ignore incidents, including sexualised, sexist, or homophobic language or behaviour. Staff are trained and empowered to handle these incidents appropriately.
- 1.8 U-educate acknowledges the prevalence of harassment and abuse and is committed to identifying and responding to such incidents. We are dedicated to promoting equality and contributing to a fair and respectful society.
- 1.9 The gendered nature of sexual harassment and violence is recognised, with girls more likely to be victims and boys more likely to be perpetrators. Boys, transgender students, and students with SEND are also vulnerable to sexual abuse and less likely to disclose it.
- 1.10 U-Educate will respond to all signs, reports, and concerns of child-on-child sexual violence and harassment, including incidents that occur outside school or online. We aim to reassure all victims that their concerns are taken seriously.

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Definitions

Sexual abuse encompasses a range of behaviours as defined below:

2.1 Sexual Violence – Defined by the Sexual Offences Act 2003:

- Rape: A person (A) commits rape if they intentionally penetrate the vagina, anus, or mouth of another person (B) with their penis, B does not consent, and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offense if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent, and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offense if they intentionally touch another person (B), the touching is sexual, B does not consent, and A does not reasonably believe that B consents.
- Causing someone to engage in sexual activity without consent: A person (A) commits an offense if they intentionally cause another person (B) to engage in a sexual activity, B does not consent, and A does not reasonably believe that B consents. We note that:
 - A child under 13 can never consent to any sexual activity.
 - The age of consent is 16.
 - Sexual intercourse without consent is rape. U-educate emphasises teaching all children about consent through our PSHE programme.

2.2 Sexual Harassment – 'Unwanted conduct of a sexual nature' that can occur online and offline, likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated, creating a hostile environment. It can include:

- Sexual comments, such as lewd remarks about clothes and appearance, and calling someone sexualised names.
- Sexual “jokes” or taunting
- Physical behaviour, such as deliberate brushing against someone, interfering with someone's clothes, and displaying sexual pictures or drawings
- Online sexual harassment, including non-consensual sharing of sexual images and videos (often referred to as sexting), sharing unwanted explicit content, sexualised online bullying, inappropriate sexual comments on social media, exploitation, coercion, and threats. Online sexual harassment may be part of a wider pattern of sexual harassment and/or violence

U-educate acknowledges the prevalence of sexual harassment as identified in Ofsted's Sexual Abuse Review (2021) and is committed to ensuring students know the importance of speaking up against it.

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2.3 Harmful Sexual Behaviour (HSB) – Encompasses a spectrum from developmentally normal to problematic behaviours, which can range from inappropriate to violent. The school is committed to staying informed about behaviours classified as HSB and ensuring staff have the necessary training and resources to respond appropriately. HSB from young people may not always be intentional or aimed to harm others and can include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching
- Sexual assault/abuse
- Sexting

U-educate recognises that HSB can be distressing for both the instigator and the victim and is committed to addressing it effectively.

3. Responding to reports and concerns of sexual violence and/or sexual harassment between children

3.1 We have covered above what we do when responding to child-on-child abuse concerns/disclosures. These processes all apply to cases of sexual violence and sexual harassment. However, we recognise the complexity and challenges that we face with cases of sexual violence and sexual harassment.

3.2 The statutory guidance does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every case; it provides effective safeguarding practice and principles for us to consider in our decision-making process and on a case-by-case basis.

3.3 We understand that our initial response to a report can encourage or undermine the confidence of the victim. The culture in our setting is key to ensuring that we get the initial response right. We are also committed to reflecting on and learning from issues we deal with.

3.4 In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed. A child's own behaviour might indicate that something is wrong. As per the guidance above, staff should act immediately if they have any concerns about a child's welfare, rather than wait to be told.

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3.5 On occasions the victim may not wish for their identity to be known. There are no easy or definitive answers when this is requested. If the victim does not give consent to share information, we may still lawfully share it, if it can be justified to be in the public interest; for example, to protect children from harm and promote the welfare of children.

3.6 A student is likely to disclose to someone they trust: this could be anyone on the school or college staff or even a visitor to school. Therefore, all staff will be trained to manage reports of sexual violence and sexual harassment. We will ensure that visitors to school know how to report any concerns.

3.7 When dealing with disclosures of sexual violence and sexual harassment, staff at U-educate will:

- take any disclosure seriously
- listen carefully and use the child's language in reflecting back what has been shared
- reassure and be non-judgemental
- devote their full attention to the child
- handle the situation with sensitivity
- ask open and non-leading questions
- only prompt when necessary with open questions: where, what, when etc.
- be clear about boundaries and next steps
- use proper names for body parts but record exactly any language or vocabulary used by the child
- ascertain where the abuse occurred as this may highlight 'hot spots' or vulnerable locations in our schools or the community, which may need to be revisited by either ourselves (in school) or by alerting police/partners 32
- ascertain whether other children witnessed this abuse
- wait until the end of the report and immediately write up a thorough summary
- record the facts only as the child has reported them
- inform the DSL as soon as practically possible
- only share the report with those people necessary in order to progress it Staff at U-educate will not:
- make children feel ashamed or that they are creating a problem by reporting a concern or making a disclosure
- promise confidentiality. It is very likely a concern will have to be shared further (for example, with the designated safeguarding lead (or a deputy) or local authority children's social care) to decide next steps.

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- ask leading questions
- insert their own opinion or any form of supposition into the report
- view or forward illegal images of a child. Staff should always seek the advice of the DSL and/or trust safeguarding lead and/or police when necessary.

3.8 Our LDSL will take the lead role when dealing with this type of abuse, using their professional judgement and knowledge of working together practices. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. It is important to maintain a calm, considered and appropriate response to any reports. No one should feel alone when faced with cases of sexual violence and sexual harassment. DSLs have the further support of hub safeguarding lead, and specific expertise in harmful sexual behaviour in our trust safeguarding leads to call upon if need be.

3.9 The LDSL will consider the following:

- the wishes of the victim in terms of how they want to proceed
- how to ensure that the victim is given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered - we will balance this aspect and the need to balance our duty and responsibility to protect other children
- the nature of the alleged incident(s) including whether a crime may have been committed and consideration of any display of harmful sexual behaviour
- the ages of the students involved
- the developmental stages of the students involved
- whether there is a power imbalance between the students (e.g., Is the perpetrator older? Does the victim have a disability or learning difficulty?)
- whether the alleged incident is a one off or a sustained pattern of abuse 33
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- whether there are ongoing risks to the victim, other children, adult students, or staff
- other related issues and wider context, including links to any forms of child exploitation.

3.9 Parents or carers of the victim will be informed (unless this would put the victim at greater risk). Rape, assault by penetration and sexual assaults are crimes and the DSL will have to balance the wishes of the victim against their duty to protect the child who has harmed and other children within the school setting. If we decide to make a referral to children's social care and/or a report to the police against the wishes of victim, this will be handled extremely carefully.

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The reasons will in most cases be explained to the victim and appropriate specialist support offered. If a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.

3.10 U-educate will give all the necessary support for the victim to remain in school; however, if the trauma results in the child who has been harmed being unable to remain in school, alternative provision or a move to another school or college will be considered to enable them to continue to receive suitable education. This will only be at the request of the victim (and following discussion with their parents or carers).

3.11 When we speak to the alleged perpetrator, we will:

- listen to what they say and not dismiss their account
- handle the situation with sensitivity
- offer ongoing support
- record all conversations and all action taken
- consider any referrals for external support.

U-educate will carefully consider when to inform the alleged perpetrator of the allegation. When a report is going to be made to children's social care and/or the police, then, as a rule, we will seek advice as to the next steps.

4. Scenario considerations There are four likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment:

- a) Manage internally - In some cases of sexual harassment (for example, one-off incidents), we may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally using our own sanctions in line with the school's behaviour policy and by providing pastoral intervention and support.
- b) Early help. We may decide that the children involved do not require statutory interventions but may benefit from early help where we are the lead professional.
- c) Reporting to the police - see below.
- d) Referral to children's social car - see below.

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5. Reporting to the Police

5.1 At U-educate we understand our responsibility to report certain forms of child-on-child abuse (see below) to the police. We must record the rationale behind any decision to inform or not inform the police on MyConcern.

5.2 If we suspect that an offence has been committed, a report may be made to the police. When a report is made to the police, we will consult with the police and agree what information is appropriate to disclose to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity.

5.3 This may also include the development of a clear and robust safety and support plan as part of this early help process. Risk assessing, and safety planning is a key aspect in managing cases child-on-child abuse (see Post Incident Management section 10).

5.4 When there is a report of a rape, assault by penetration or sexual assault, the starting point is that this should be passed to the police who will advise and log according to their own guidelines.

5.5 Additional guidance can be found in 'When to call the police (guidance for schools and colleges)' 2 and Outcome 21 Sexting guidance3 .

5.6 We will ask the police if we have any questions about the progress of the matter for example, are there any bail conditions in place or has there been a charging decision. It is key to have a central point of contact with the police for updates and progress. When required, advice from the police will be sought to help us to manage our safeguarding responsibilities. When bail is deemed proportionate and necessary, as above, we will work with children's social care and the police to manage any implications and safeguard our children.

6. Referring to children's social care

6.1 In all cases of child-on-child abuse that include sexual violence and sexual harassment, we will consider whether the incident should be reported to 2

https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publication_slog/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf 3

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/578979/GD8_-_Sexting_Guidance.pdf 35 children's social care.

We must consider whether a child is at risk of harm or is in immediate danger. Again, the rationale behind any decision to refer or not refer must be recorded on MyConcern.

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6.2 In some cases, children's social care will review the evidence and decide that a statutory intervention is not appropriate, and, in these circumstances, we will consider other support mechanisms, such as early help, specialist support/referrals and pastoral support as part of a formalised plan. We will consider starting an early help process where we are the lead professional.

6.3 However, if the DSL/DDSL feels that the child remains in immediate danger or at risk of harm, they may refer again.

6.4 At this referral stage, we will inform parents or carers, unless there are compelling reasons not to (e.g., when informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care. If a referral is made, children's social care will then make enquiries to determine whether any of the children involved need protection or other services.

6.5 When statutory assessments are appropriate, we will work alongside, and cooperate with, the relevant lead social worker.

6.6 We will not wait for the outcome or even the start of a children's social care investigation before protecting the victim and other children in the school. It will be important for us to work closely with children's social care (and other agencies as required) to ensure that any actions we take do not jeopardise a statutory investigation.

7 Working with our parents and carers

7.1 At U-educate we will, in most instances, engage with both the parents of both the victim and the alleged perpetrator when there has been a report of child-on-child abuse including sexual or sexual harassment. The exception to this rule is if there is a reason to believe that informing a parent or carer will put a child at additional risk.

7.2 We will carefully consider what information is provided to the respective parents or carers about other children involved, and when to do so.

7.3 In some cases, children's social care and/or the police will have a very clear view on this aspect, and it will be important for us to work with relevant agencies to ensure a consistent approach is taken to information sharing.

7.4 It should be the case that we will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

7.5 It is also likely that we will meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes they share with the victim and what this means for their education.

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7.6 We will be clear and transparent and explain the reason behind any decisions. Support for the alleged perpetrator will be discussed including any referrals, if appropriate.

7.7 We realise that parents and carers may well struggle to cope with a report that their child has been the victim of sexual abuse, or has abused another child. Details of organisations that support parents are provided on the school website and at the end of this policy.

8. Sanctions

8.1 Sanctions will be determined on a case-by-case basis in line with the school's behaviour policy. When appropriate, and taking into account the victim's wishes, we will use restorative approaches to resolve conflict. However, this may not always be suitable.

8.2 If there is police involvement, we will collaborate closely to ensure that disciplinary actions do not interfere with the police investigation.

8.3 Imposing a sanction does not preclude us from supporting the alleged perpetrator, as they may also be victims of abuse.

9. Post-Incident Management

9.1 It is crucial to provide appropriate and ongoing support for all children involved in child-on-child abuse for as long as needed. This may include referrals to external agencies/professionals, decided in consultation with the children, their parents/carers, and other professionals.

9.2 We will coordinate with other professionals involved to ensure cohesive support and mutual understanding of each other's roles.

9.3 Delays may occur in cases progressing through the criminal justice system. Nonetheless, we will not wait for the police investigation's outcome to protect the victim, alleged perpetrator, and other students, moving forward with our post-incident management.

9.4 Post-incident, it is imperative to continue supporting the involved children, even if they appear to be coping. We will ensure they do not engage in harmful behaviour towards others or themselves, such as self-harm. Regular reviews with the young people involved will be part of the plan.

9.5 While referrals may have already been made, it is important to establish which professionals continue to work with all involved children, supported by robust planning.

10. Safety Planning/Risk Assessment

10.1 Robust safety planning and risk assessment are integral to post-incident management. For reports of sexual violence, the DSL or DDSL will conduct an immediate risk and needs assessment. For reports of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

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10.2 When creating a risk assessment, we will consider:

- Ensuring the victim can continue their normal routine, including education.
- Ensuring the alleged perpetrator can access education and support.
- Whether the victim and alleged perpetrator share classes.
- Measures needed during transitions between lessons/classes.
- Measures needed for unstructured times (breaks and lunchtimes).
- Measures needed for arrival and departure from school.
- Whether the victim and alleged perpetrator use the same transport to and from school.
- Appropriate information sharing with staff to ensure the plan is manageable and successful.
- Informing the new educational institution of any ongoing support needs if the alleged perpetrator is moved.

10.3 We will document our decision-making and rationale on MyConcern.

10.4 All risk assessments will be regularly reviewed. We will assess and mitigate any risks posed to other students.

10.5 The LDSL or DDSL will liaise with children's social care and specialist services as needed. Professional risk assessments by social workers or sexual violence specialists may be required and will inform our approach.

10.6 Safety and support planning/risk assessments should be considered in all cases of child-on-child abuse, not just sexual violence and harassment. A proportionate risk assessment must be in place for sexual violence and harassment, in line with Keeping Children Safe in Education 2023.

11. Unsubstantiated, Unfounded, False, or Malicious Reports

11.1 All concerns, discussions, decisions made, and their reasons should be recorded in writing. Records should be reviewed to identify and address patterns of concerning behaviour.

11.2 If a report is found to be unsubstantiated, unfounded, false, or malicious, the DSL should consider whether the child or person making the allegation needs help or may have been abused by someone else. A referral to local authority children's social care may be appropriate.

11.3 If a report is determined to be deliberately invented or malicious, the school will consider appropriate disciplinary action against the individual who made it, as per the behaviour policy.

12. Supporting All Students

12.1 The Coleshill School will support all students affected by reports of sexual harassment or violence. We will ensure that victims, alleged perpetrators, and any witnesses are not bullied or harassed, including online. Students will be educated about the dangers of social media in these contexts and directed to specialist support when necessary

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12.2 U-educate maintains a zero-tolerance approach to sexual violence and harassment. Such behaviour is never acceptable and will not be tolerated. We aim to create an environment where all children support and respect their peers when reports of sexual violence or harassment are made.

12.3 This guidance will be kept under review to reflect on its effectiveness in responding to reports of sexual harassment or violence and to address emerging issues or trends. Relevant information will be shared with safeguarding partners as appropriate.

Appendix Four: Acronyms used within the policy.

CASS- Child Advice and Support Service

CCE-Child Criminal Exploitation

CME-Children Missing Education

CSE-Child Sexual Exploitation

CTU-Counter Terrorism Unit

DBS- Disclosure Barring Service

DDSL -Deputy Designated Safeguarding Lead

DfE- Department for Education

DSL-Designated Safeguarding Lead

EHP- Early Help Plan

EYFS – Early Years Foundation Stage

FGM- Female Genital Mutilation

GDPR –General Data Protection Regulations

IT - Information Technology

LAC-Looked After Child

LADO- Local Authority Designated Officer

NSPCC-National Society for the Protection Cruelty to Children

RHRT-Right Help Right Time

RSE- Relationship and Sex Education

SCR- Single Central Record

SEND -Special Educational Needs and Disability

SPOC- Single Point of Contact

SSCB-Staffordshire Safeguarding Children Board

UKCIS- UK Council for Internet Safety

Definitions of key terms used in this policy can be found in the relevant section of Keeping Children Safe in Education 2023

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Appendix Five: The Police and Criminal Evidence Act (1984) – Code C 1.

The head of provision/programme lead, designated safeguarding lead (DSL) and deputy (DDSL) are aware of the requirement for children to have an appropriate adult when in contact with Police officers.

2. PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for these purposes.
3. PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.
4. If a police officer arrives at the school wishing to speak with a student, the receptionist will inform the head of provision/programme lead and the DSL and follow the school's visitor procedures. The DSL will ensure that arrangements are made to inform parents that this is the case and seek their presence at the school as the appropriate adult. If for any reason the parent cannot attend to be an appropriate adult the DSL or head of provision/programme lead will ensure that an appropriate adult is provided from the school team.
5. The DSL (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a student about an offence they may suspect. This communication will be recorded on our online safeguarding system.
6. If having been informed of the vulnerabilities, the DSL (or deputy) does not feel that the officer is acting in accordance with PACE, they will ask to speak with a supervisor or contact 101 to escalate their concerns immediately.
7. A person whom there are grounds to suspect of an offence must be cautioned* before questioned about an offence*, or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e., failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.
8. A Police Officer must not caution a child or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.
9. The 'appropriate adult' means, in the case of a child:
 - the parent, guardian or, if the child is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
 - a social worker of a local authority or, failing these, some other responsible adult aged 18 or over who is not:
 - a police officer
 - employed by the police.

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Itchen 1, Wallops Wood, Sheardley Lane, Droxford, Southampton, SO32 3QY**



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- under the direction or control of the chief officer of a police force;
- a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions.

Further information can be found in the Statutory guidance - PACE Code C 2019.

1 The police caution is: "You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."

2 A person need not be cautioned if questions are for other necessary purposes, e.g. (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

Appendix Six: Lead contacts for safeguarding within U-Educate (to be updated periodically to reflect changes)

Central Safeguarding Team:

Strategic Safeguarding Lead: Adam Gray

Lead Designated Safeguarding Lead (LDSL): Lauren Johnstone

Deputy DSL: Lauren Johnstone

Mental Health Lead: Charlotte Dempsey

Attendance Lead Officer: Adam Gray

Designated Teacher for Looked After Children: Adam Gray

Appendix Seven: Additional support and guidance

- Keeping children safe in education 2023
- Working Together to Safeguard Children 2018
- Review of sexual abuse in schools and colleges
- Relationships and sex education (RSE) and health education
- Mental health and behaviour in schools 2018
- Children missing education
- Behaviour and discipline in schools
- UKCIS Guidance: Sharing Nudes and Semi-Nudes

U-educate

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SUPPORTING EDUCATION FOR THE NEXT GENERATION

- Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Preventing and tackling bullying (publishing.service.gov.uk)
- Cyberbullying advice
- The NSPCC email help@nspcc.org.uk
- The UK Safer Internet Centre email at helpline@saferinternet.org.uk
- Internet Watch Foundation
- UK Council for Child Internet Safety (UKCCIS)
- Think u know
- County Lines Toolkit For Professionals | The Children's Society (childrenssociety.org.uk)
- Harmful Sexual Behaviour Support Service | SWGfL
- Marie Collins Foundation
- Practice improvement - CSA Centre

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Completed by: Adam Gray

Signature:

A handwritten signature in black ink, appearing to read "Adam Gray".

Role/Position: Director

Date Completed: 02/09/2025

Review Date: 31/08/2026

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