



Enfield Music Service Child Protection Policy

Updated August 2023

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PRINCIPLES

Enfield Music Service (EMS) recognises that all staff and tutors must take a full and active part in protecting pupils from harm. All staff and tutors, whatever their role, have a responsibility for safeguarding and promoting the welfare of children and have a duty to report any suspicion of child abuse.

The aims of this policy are to:

- Ensure that procedures are clear
- Support EMS staff and tutors in understanding their responsibilities around Child Protection and Safeguarding
- Emphasise the need for good levels of communication between EMS staff, tutors and schools
- Ensure that all EMS members of staff and tutors who have access to children have been checked as to their suitability

All EMS teaching and learning settings should provide a safe and positive environment for pupils in order to protect and promote their health and general well-being, as well as to provide an atmosphere that encourages and enhances learning and all-round development.

In particular, staff and tutors are expected to:

- Work towards and encourage the highest possible level of achievement for all pupils
- Value and respect all pupils equally, treating them in a polite, positive, responsive and considerate manner
- Ensure that they do not breach professional boundaries and do not act in a way that could be misinterpreted or otherwise leave them vulnerable to allegations of inappropriate behaviour.

(In this respect, staff and tutors are advised to familiarise themselves with the non-statutory guidance document called [‘Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings’](#))

When EMS staff and tutors are working at schools/academies/education settings within the London Borough of Enfield, they will also work within those individual settings’ Child Protection guidelines and procedures.

PROCEDURES

EMS procedures for safeguarding children will be in line with LA and London Child Protection Procedures. We will ensure that:

- EMS has at least one designated member of staff for child protection who undertakes regular training
- EMS interview panels have at least one member of staff who has undertaken safer recruitment training
- all EMS staff and tutors develop their understanding of the signs and indications of abuse
- all EMS staff and tutors know how to respond to a pupil who discloses abuse and what to do afterward

All EMS staff and tutors must read, understand and act in accordance with the Department for Education’s statutory guidance document ‘Keeping Children Safe in Education’ (KCSIE), [‘Part One: Information for all school and college staff’](#) which also includes the Annex of the full document.

EMS staff and tutors should ensure they attend and actively participate in safeguarding and child protection training provided, as required, as well as ensuring they read and take appropriate action in relation to any updates provided, for example, via email, meetings, refresher training and other communications.

EMS tutors are not allowed to have any visitors accompany them whilst teaching for EMS without prior permission from the Headteacher and Head of EMS. Any visitors may be required to have appropriate DBS clearance.

EMS procedures will be regularly reviewed and updated and all new members of EMS staff and tutors will be given a copy of this policy as part of their induction.

All EMS staff and tutors are subject to a fully enhanced Disclosure and Barring Service (DBS) check and must wear an EMS ID badge when teaching for Enfield Music Service. Schools may also require the wearing of a school visitor badge.

DESIGNATED STAFF

Currently the Head of Service (Wendy Kemp – 07949 538994) and Head of Keyboard & Saturday Music Centre (Paula Warren – 07903 970407).

The designated staff members are responsible for:

- Adhering to the LA and schools/academies' procedures with regard to referring a child if there are concerns about possible abuse
- Keeping a confidential written record of any such referrals

CONFIDENTIALITY

EMS recognises that all matters relating to Child Protection are confidential.

- The Head of EMS/designated teacher will disclose any information about a pupil to other members of staff or tutors on a need to know basis only.
- All staff and tutors must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, but not with those who do not need to know.
- All staff and tutors must be aware that they cannot promise to keep secrets.
- **REPORT MATTERS OF CONCERN TO THE DESIGNATED CHILD PROTECTION OFFICER AS SOON AS POSSIBLE.** Staff and tutors should make sure they know who this person is for each setting they are working at.

SUPPORTING CHILDREN

EMS recognises that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that children in these circumstances may feel helpless and humiliated or that they are to blame.

EMS will support all pupils by:

- Encouraging self esteem
- Promoting a caring, safe and positive environment
- Liaising and working together with educational settings, support services and those agencies involved in the safeguarding of children

SUPPORTING STAFF & TUTORS

EMS recognises that members of staff and tutors who are working with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. EMS will support staff by providing an opportunity to talk through their anxieties with a designated staff member and to seek further support as appropriate.

ALLEGATIONS AGAINST STAFF AND TUTORS

EMS recognises that it is possible for any member of staff or tutor working on behalf of the service to behave in a way that:

- indicates they have harmed a child, or may have harmed a child;
- means they have committed a criminal offence against or related to a child;
- indicates that they may pose a risk of harm to children; or
- indicates they may not be suitable to work with children

all staff and tutors should feel able to raise concerns about other EMS staff or tutors and EMS also understands that a pupil may make an allegation against a member of school staff, EMS staff or a tutor.

If such an allegation is made, the member of EMS staff or tutor receiving the allegation will immediately inform the designated officer within the school, or one of the EMS designated officers if teaching at an EMS Evening Tuition Centre or the Saturday Music Centre.

The Headteacher and/or Head of EMS on such occasions will discuss the content of the allegation with the LA Lead Officer for Child Protection (LADO).

If the allegation concerns the Headteacher, the Chair of Governors would instead be informed and consult with the LADO. If the allegation concerns the Head of EMS, this will be reported to the Head of Schools Traded Services who will consult with the LADO.

EMS will follow the Local Authority procedures for managing allegations against staff and tutors.

WHISTLEBLOWING

All staff and tutors should feel able to raise concerns about poor or unsafe practice and potential failures in EMS' safeguarding regime and have the right to raise concerns, where they exist, about the attitude or actions of colleagues. The leadership team takes all concerns or allegations received seriously.

Safeguarding concerns regarding school staff should be raised with the designated safeguarding lead at the specific school in the first instance. Concerns can be escalated to one of the designated staff for EMS if the response received from the school is not satisfactory or the concern has not been acted upon.

Safeguarding concerns regarding EMS staff and/or tutors should be raised directly with one of the EMS designated child protection leads.

Concerns can also be reported outside schools/EMS directly to the Local Authority Designated Officer (LADO) if one of the following applies:

- Staff or tutors think the concern may be covered-up
- A concern has been raised but hasn't been acted upon
- Staff or tutors are worried about being treated unfairly as a result of expressing the concern

The LADO for Enfield is Andreas Kyriacou (Email: safeguardingservice@enfield.gov.uk / Phone: 020 8379 2850 or 020 8379 4392).

Whistleblowing support for child protection concerns can also be sought from the NSPCC (Email: help@nspcc.org.uk / Phone: 0800 028 0285) or Protect (<https://protect-advice.org.uk/>).

PHYSICAL INTERVENTION

EMS staff and tutors must only ever use physical intervention as a last resort, with the minimal force necessary to prevent injury to another person. Physical intervention of a nature which causes injury or distress to a child may be considered under Child Protection or Disciplinary procedures.

EMS OUT OF SCHOOL ACTIVITIES

Register

A register must be taken at the start of the session for all groups, ensembles, clubs and classes.

Toilet visits

An EMS tutor or member of school staff should escort primary age children to and from the toilet as required.

Pick-ups procedure

EMS staff and tutors must manage the releasing of children to parents/carers so that they are satisfied that the child has departed with the correct adult or has permission to leave alone. This permission should be in written form when relating to primary age pupils.

When a child or young person is picked up late, the activity tutor and EMS member of staff on duty (or teacher from the school) should wait with the child and try to contact the person who is late. If necessary they should wait off-site together until the child is collected, in order to allow the school site staff to lock the premises. If the wait is over 45 minutes the child or young person should be taken to the nearest Police Station by **both** members of staff/tutors, and Social Services contacted.

Off-site visits and performances

In accordance with LA safety regulations, off-site visits/performances are carefully planned in advance, with prior visits if possible. Details are sent to parents including an emergency EMS contact number for the day. The correct adult/child ratio is followed and a first aid kit, mobile phone and list of emergency contact numbers for pupils is taken.

ONLINE LESSONS

EMS recognises that additional guidance and protocols need to be in place where lessons are taking place online rather than face to face. All staff and tutors should observe the following:

- Communicate only with parents/carers regarding timetabling/scheduling of lessons and do not pass on personal contact details to pupils
- The EMS administration email address should be copied into lesson invitations.
- Neither tutor nor pupil should participate in an online lesson unless they are healthy to do so
- Appropriate clothing must be worn and this also applies to anyone else in either household. Staff and tutors should immediately terminate the lesson if this is not adhered to and contact the parent/carer outside of the lesson to outline the reasons.
- Lessons should take place in appropriate areas, for example not in bedrooms
- At the start of each lesson, a parent/carer should be present and staff and tutors should confirm that the lesson is taking place in a suitable location. A parent/carer should remain in the home for the duration of the lesson and retains the duty of care for the child.
- Tutors must not offer/accept requests to teach pupils outside of previously agreed platforms.
- Lessons should not be recorded for any purpose nor should any images/screenshots be captured.

ADVICE TO TUTORS FOR 1 TO 1 AND SMALL GROUP TEACHING

Make sure that the pupil(s) class teacher(s)/a member of staff knows where they are, and that they are with you for their music lesson.

Ensure that there is a window into the teaching room, and that you and the pupil(s) can easily be seen. If there is no window, leave the door open and again, ensure that you can be easily seen through the doorway. If this is not possible, you should not teach the pupil.

Make sure that the space is set up safely to limit the possibility of any trips/knocks etc.

Always set up the space so that pupils are closest to the doorway and can easily leave the room if they want/need to - ensure that you don't position yourself between them and the exit during the lesson.

Avoid standing directly behind the pupil(s) during the lesson, so that they can easily see you and know where you are in the room all the time.

Avoid touching the pupil(s) wherever possible and use modelling as an example instead. Where touch is required, ask permission first and explain what you're doing and why.

Do:

- Keep written records of lessons, including anything you notice about pupils that seems unusual
- Maintain professional boundaries
- Make yourself aware of policies and procedures where you work
- Be visible at all times whilst teaching
- Try to avoid physical contact where possible
- Make sure you know what to say if a child asks if they can confide in you and/or makes a disclosure to you
- Report any incident, however minor it might seem, to the designated safeguarding lead at the school and/or the designated staff member at EMS and make written notes about the event.
- Ensure you have public liabilities insurance

Don't:

- Establish, or seek to establish, social contact with pupils. This includes connecting with pupils on social media and giving/exchanging personal phone numbers and/or email addresses
- Buy or give gifts to children other than as part of a clear, standard rewards system
- Take and/or publish images of pupils
- Use inappropriate language
- Offer or give lifts to children
- Teach EMS pupils at a venue not agreed in advance by EMS

EMS strongly recommends that all tutors are full members of the Musicians' Union and/or the Incorporated Society of Musicians and/or The National Education Union or other appropriate professional body.

Appendix 1 – Categories and indicators of abuse and neglect

All EMS staff and tutors are made aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

All EMS staff and tutors are made aware that safeguarding incidents and/or behaviours can be associated with factors outside the educational environment and/or can occur between children outside of these environments. EMS staff and tutors 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 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 EMS staff and tutors are made aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks 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.

Parental behaviours may also indicate child abuse or neglect, so EMS staff and tutors should also be alert to parent-child interactions or concerning parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. Children may be abused by an adult or adults or by another child or children. Child sexual and child criminal exploitation are forms of child abuse.

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.

Signs that MAY indicate physical abuse

- Bruises in unusual places
- Burns or scalds
- Bite marks
- Scratches and scars
- Aggressive behaviour or severe temper outbursts.
- Damage or injury around the mouth
- Refusal to discuss injury
- Inconsistent explanations for injury
- Covering of arms and legs
- Talk of excessive punishment
- Fear of physical contact
- Lack of parental interest in how injuries are sustained

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 from 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.

Signs that MAY indicate emotional abuse

- Developmental delay
- Desperate attention seeking
- Self harm
- Continual self criticism
- Low self-esteem/depression
- Excessively withdrawn
- Challenging or violent behaviour
- Neurotic behaviour
- Anxiety over mistakes
- Abnormal attachment
- Social isolation
- Inappropriate emotional responses

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff and tutors should be aware of it and of the policies and procedures for dealing with it.

Signs that MAY indicate sexual abuse

- Poor attention/concentration
- Repeated wetting/soiling/smearing
- Overly sexually affectionate
- Unexplained gifts or money
- Genital bruising/injury/soreness/STIs
- Playing sexual games
- Inappropriate sexual language/knowledge/behaviour
- Inexplicable changes in behaviour
- Self harm
- Withdrawn/isolated

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, for example, 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.

Neglect may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY indicate neglect

- Frequent absence
- Poor social skills
- Untreated medical/dental issues
- Persistently hungry/underweight/overweight
- Low self-esteem
- Self harm
- Inappropriate clothing
- Being left at home alone
- Poor health
- Repeated home accidents
- Dirty/unkept
- Constant tiredness

Appendix 2 – Further information on specific safeguarding issues

This text is taken from Annex B of KCSIE, updated for 2023.

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 known 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. 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 cases 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, money or new possessions
- associate with other children 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.

Child Sexual Exploitation (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 using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified 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 targeted and 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 homes 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 CCE and CSE 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.
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Further information on the signs of a child's involvement in county lines is available in guidance published by [the Home Office](#) and The Children's Society [County Lines Toolkit For Professionals](#)

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. The Children and Family Court Advisory Support Service (Cafcass) guides for young people explain each step of the process, 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 who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as 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 zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff and tutors are aware of the school or college's unauthorised absence procedures and children missing 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. The National Information Centre on Children of Offenders, 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 offline but are enabled at scale and at speed online) 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 designated safeguarding lead (or 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.

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

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general on-line safety.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced 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 that different types of relationships 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. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom 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 to parent 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 has issued 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 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 person 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.

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 the 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 designated safeguarding lead (or deputy)) 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 local authority 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 on 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 08:00 to 13:00, 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
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (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 being 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 into 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, and in accordance with local procedures, 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 the focus to early intervention and encourages 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 parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have 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, attendance and progress at school.

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. 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 (NRM)

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 Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

Preventing radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, 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.

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

Terrorism 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 or 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 people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include 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.

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 to the need to prevent people from being drawn into terrorism". 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 deputies) and other senior leaders in schools 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). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves with the [Prevent duty guidance: for further education institutions in England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school or college's designated safeguarding lead (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 susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. Statutory guidance on Channel is available at: [Channel guidance](#).

Additional support

The Department has published [further advice for those working in education settings with safeguarding responsibilities on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to 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 and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help 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 to 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, to support staff and governors/Board members in outlining their roles and responsibilities under the duty. London Grid for Learning has 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

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 face to face (both physically and verbally) 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 this guidance.

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, individuals 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 2022](#) introduced 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 (HBA) 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 HBA 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 HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the 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 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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, 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. 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. In these cases, teachers should follow local safeguarding procedures. 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 a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: [Multi-agency practice guidelines: handling cases of forced marriage](#) (pages 32-36 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 <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage> School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdof.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

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