

# Safeguarding and Child Protection Policy

2016-2017

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Reviewed by P Stafford and O Milton: 6 September 2016  
Approved by the Board of MPW: 27 September 2016  
Next review date: July 2017

1. This policy has been authorised by the MPW Board, is addressed to all members of staff and volunteers, is available to parents and prospective parents on request and is published on the college website. This policy has regard to statutory guidance *Keeping children safe in education* (2016), *Working together to safeguard children* (2015) and *Prevent Duty Guidance for England and Wales 2015* and is in accordance with locally agreed inter-agency procedures. This policy can be made available in large print or other accessible formats if required. It applies wherever staff members are working with students – even where this is away from the college; for example, at an activity centre or on an educational visit.



John Southworth  
Principal



Nigel Stout  
Chairman of the Board

## Aims

2. MPW aims to provide an educational environment in which safeguarding and promoting the welfare of students in our care is of paramount importance and a responsibility for all staff. To achieve this, the college operates a child-centred and coordinated response as it seeks to:
  - a. prevent threats to student welfare by creating a safe college environment and a strong pastoral system; and
  - b. protect students in our care by ensuring staff are appropriately recruited, trained and supported to respond appropriately to child protection concerns and by following agreed procedures.
3. To fulfil these aims, the college will take all reasonable measures to:
  - ensure that we practise safer recruitment in checking the suitability of staff (including members of the MPW Board, volunteers and staff employed by other organisations) to work with young people, in accordance with the guidance given in *Keeping children safe in education* (2016) and the *Education (Independent School Standards) Regulations* (2014). See also the college's separate Recruitment, Selection and Disclosure Policy;
  - ensure that, where members of staff from other organisations are working with our students on another site, we have received assurances that appropriate child protection checks and procedures apply to those members of staff;
  - follow the local inter-agency procedures of the Tri-borough Local Safeguarding Children Board and contributing to inter-agency working;
  - protect each student from any form of abuse, whether from an adult or another student (see also the college's *Anti-Bullying and Cyber-bullying Policies*);
  - be alert to signs of abuse, both in the college and from outside;
  - deal appropriately with every suspicion or complaint of abuse;

- assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- identify children who may be vulnerable to radicalisation, and know what to do when they are identified (see also the college's *Prevention of Radicalisation and Extremism Policy*);
- design and operate procedures which promote this policy;
- design and operate procedures which, so far as possible, ensure that tutors and others who are innocent are not prejudiced by false allegations;
- support students in need through early intervention and, where appropriate, support them in co-operation with multi-agencies who are working to the Common Assessment Framework (CAF) and as part of the Team around the Child (TAC) approach;
- support students who have been abused in accordance with their agreed child protection plan;
- be alert to the needs of students with medical and mental health conditions (see also the college's policies for First Aid and Mental Health and Wellbeing);
- operate robust and sensible health and safety procedures;
- teach students about safeguarding, for example through use of online resources, through the curriculum and PSHE, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet (see also the college's *E-Safety Policy*);
- take all practicable steps to ensure that college premises are as secure as circumstances permit;
- operate clear and supportive policies on drugs, alcohol and substance misuse; and
- ensure that any deficiencies or weaknesses in our child protection and safeguarding procedures are remedied without delay.

*Keeping children safe in education* (2016) defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The *Prevent Duty Guidance for England and Wales* emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

Every complaint or suspicion of abuse from within or outside the college will be taken seriously and action will be taken in accordance with this policy.

## Designated Safeguarding Lead (DSL)

4. The Designated Safeguarding Lead (DSL) at MPW is Petrouchka Stafford (Vice Principal and member of the Senior Leadership Team). If the DSL is unavailable, the role will be carried out by the Deputy DSLs, Oliver Milton and Aris Rogkotis (Directors of Studies). The DSL or Deputy DSLs are always available during college hours to discuss safeguarding concerns with staff, either in person or via telephone or email. The relevant contact details are as follows:

Petrouchka Stafford	020 7835 1355	<a href="mailto:petrouchka.stafford@mpw.ac.uk">petrouchka.stafford@mpw.ac.uk</a>
Oliver Milton	020 7835 1355	<a href="mailto:oliver.milton@mpw.ac.uk">oliver.milton@mpw.ac.uk</a>
Aris Rogkotis	020 7835 1355	<a href="mailto:aris.rogkotis@mpw.ac.uk">aris.rogkotis@mpw.ac.uk</a>

Should the DSL and Deputy DSLs be absent, the role will be carried out by the Principal. Outside of college hours and during out of term activities, a designated member of the SLT will assume temporary responsibility.

The DSL and Deputy DSLs shall be given the time, funding, training, resources and support to enable them to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of students.

5. While all members of staff have a duty to safeguard students and vulnerable young people, as well as to promote their welfare, any child protection concerns should be communicated to the DSL, who is the first point of contact for parents, students, teaching and non-teaching staff and any other relevant people, unless the allegation concerns a member of staff or volunteer in which case the procedures in the section *Allegations Against Members of Staff or Volunteers* below should be followed.
6. Parents can report to the DSL on the welfare of any student in the college, whether these concerns relate to their own child or any other child. If preferred, parents may discuss concerns in private with the student's tutor or other member of staff, who will notify the DSL in accordance with these procedures.
7. The responsibilities of the DSL are set out in Annex B of *Keeping children safe in education* and in summary are to:
- be a first or early point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters of child protection and to provide support, advice and expertise on all matters concerning safeguarding;
  - co-ordinate MPW London's child protection procedures and to review and update regularly the procedures and implementation of the procedures, working with the MPW Board as necessary;
  - encourage a culture of listening to young people and taking into account their wishes and feelings, among all staff, in any measures the college may put in place to keep them safe;
  - ensure that all members of staff and volunteers receive the appropriate training on child protection, to keep and maintain records of this training and to ensure that staff are aware of training opportunities and the latest local policies on safeguarding;
  - keep detailed, accurate, secure written records of concerns or referrals;

- monitor the confidentiality and storage of records relating to child protection and where a student leaves, ensure his/her child protection file is copied for the new school as soon as possible and transfer it separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained;
  - monitor the operation of this policy;
  - liaise promptly with other agencies, including children's social care and the Local Authority Designated Officer, the police (if a criminal matter) and the Disclosure and Barring Service, on behalf of the college;
  - monitor records of students in the college who are subject to a child protection plan, to ensure that this is maintained and updated as notification is received;
  - ensure that staff inviting visiting speakers to the college have completed the risk assessment form for them. (The risk assessment form can be found in the appendix to the college's *Prevent Policy*.)
  - where appropriate, take part in child protection conferences or reviews; and
  - advise and act promptly upon suspicion, belief or evidence of abuse reported to them, and keep the Principal informed of all actions, unless the Principal is the subject of a complaint.
8. The DSL and Deputy DSLs regularly update their professional knowledge and skills by engaging with developments in safeguarding throughout the academic year; and they undergo formal training at two-yearly intervals. This training is provided by an approved agency and covers child protection, inter-agency working in locally agreed procedures, participation in child protection conferences, supporting children in need, identifying children at risk of radicalisation, record-keeping and promoting a culture of listening to children.

## Staff training

9. Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse is concerned. All members of staff, including the Principal, have child protection training which is updated regularly (at least annually) in accordance with Tri-borough Local Safeguarding Children Board guidance and procedures. Such training is arranged by the DSL, and delivered through a combination of INSET, e-bulletin updates, and the completion of relevant e-courses.

All new members of staff, including temporary employees or volunteers, receive formal child protection training as part of the induction process that includes:

- this policy and related safeguarding policies on Anti-Bullying and Cyber-bullying, E-Safety, Mental Health, and Prevent;
- the staff Code of Conduct including the whistleblowing procedure;
- the role, identity and contact details of the DSL and Deputy DSLs; and
- a copy of Part One of *Keeping children safe in education (2016)*, including *Annex A: Further Information*, which is appended to this policy (see Appendix C).

All staff receive updated copies of the above documentation and are required to confirm that they have read and understood it; staff training incorporates opportunities for checking and

consolidating their understanding. Staff can also access all safeguarding policies and further reading in the staff section of the college's VLE.

Staff development training includes a particular focus on mental health and online safety; additionally, the college continually assesses the appropriate level and focus for staff training in specific safeguarding concerns such as radicalisation, child sexual exploitation, and female genital mutilation.

The nominated Board member for child protection (see below) and the Chairman of the Board will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

## **Duty of staff, board members and volunteers**

10. Every employee and Board member of the college as well as every volunteer who assists the college is under a general legal duty to:

- protect students from harm or abuse;
- be aware of all the college's safeguarding policies and child protection procedures and follow them;
- know how to access and implement the procedures, independently if necessary;
- keep a sufficient record of any significant complaint, conversation or event; and
- report any matters of concern in accordance with this policy.

The MPW Board ensures that the college's safeguarding arrangements take into account the procedures and practice of the Tri-borough Safeguarding Children's Board. The nominated Board member for safeguarding is Peter McGregor. He instigates a review of the college's safeguarding procedures on behalf of the Board and reports to the Board annually, making recommendations for improvements. The nominated Board member also discusses safeguarding matters with the Designated Senior Lead at least on a termly basis and will, where appropriate, liaise directly with the local authority and/or partner agencies.

## **Early Help and Young people who may be vulnerable**

11. MPW recognises that young people face many challenges during their adolescence that put them in need of support. These include: stress, peer pressure, body image concerns, anxiety and relationship issues. Through a co-ordinated and child-centred approach, the college has various safeguarding mechanisms for identifying, monitoring and addressing these concerns at an early stage to prevent them from escalating into more serious problems. These include: a thorough student recruitment process, the Director of Studies pastoral system, the college counsellor, the PSHE programme and various policies including the *SMSC (Spiritual, Moral, Social and Cultural Development) Policy*, the *Mental Health and Wellbeing Policy* and the *Prevent Policy*. Staff and students are encouraged to raise concerns that they have as soon as they are identified, either to the student's Director of Studies or directly to the Designated Safeguarding Lead, so that effective early intervention can be put in place.

The college recognises that special consideration and attention is needed for young people who:

- are disabled or have special educational needs;
- do not have English as a first language;
- are living away from home for the first time;
- are looked after children; or
- are vulnerable to discrimination and maltreatment on the grounds of race, religion, ethnicity, sexual orientation or sexual identity.

Where it is evident that a young person is in immediate danger or at risk of significant harm, the college operates robust referral procedures to ensure that they receive the necessary support from the relevant authorities. Immediate danger or risk of significant harm can come in the form of self-inflicted harm, such self-harming and eating disorders, or in the form of child abuse, including radicalisation. The college's *Mental Health and Wellbeing Policy* outlines further information regarding types of mental health problems affecting young people, including self-harm, and how staff should respond to these safeguarding concerns; it is required reading for all members of staff. What follows below is with regards to safeguarding against child abuse.

## What is child abuse?

12. Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or by another child or children. Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

## Forms of child abuse

13. There are four types of child abuse which are commonly identified:
- **Physical:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child;
  - **Emotional:** the persistent emotional maltreatment of a child such as to cause severe or adverse effects on the child's development. It may include 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 development; capability as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying) causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone;

- **Sexual:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or anal sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing or shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

See Part One of *Keeping children safe in education* (2016) appended to this policy at Appendix C for further details about the types of abuse (see pages 10 and 11 of Appendix C). The child protection training provided to staff also considers the types and signs of abuse and staff should be aware of the specific safeguarding issues set out in *Annex A: Further Information* (also included in Appendix C); these include FGM and the mandatory reporting duty, and details about CSE and radicalisation.

#### **Some indications of possible abuse**

Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring):

- The student discloses that he or she has been abused, or asks a question which gives rise to that inference
- A student's injury cannot be reasonably or consistently explained, or is unusual in type or location
- A pattern or frequency of injuries is emerging
- The student engages in extreme or challenging behaviour
- The student asks to drop subjects with a particular tutor and seems reluctant to discuss reasons
- The student appears neglected (eg dirty, hungry, inadequately clothed)
- The student appears reluctant to return home or has been openly rejected by parents or guardians
- The student's development is delayed in terms of emotional progress
- Emotional withdrawal – showing a lack of trust in adults
- The student shies away from being touched or flinches at sudden movements
- Unaccountable mood swings
- The student loses or gains weight

Further guidance is provided in Appendix 2. Other sources of information on the signs of abuse include: The Tri-borough Safeguarding Children's Board; the DfE advice note [What to do if you're worried a child is being abused](#) (2015); and the [NSPCC](#) website.

## **Procedure to be followed by a member of staff if abuse is suspected or reported**

14. A member of staff suspecting or hearing a complaint of abuse must:

- listen carefully to the student and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- not ask leading questions: that is, a question which suggests its own answer (doing so may prejudice an investigation);
- not make any attempt to investigate the incident themselves;
- reassure the student but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information in accordance with this policy to ensure that the correct action is taken; and
- keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and signed using names, not initials. The record of all other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) must be kept securely and passed on when reporting the matter.

All suspicions or complaints of abuse must be reported to the DSL as soon as possible, unless they constitute an allegation against a member of staff in which case the procedures set out in the section *Allegations Against Members of Staff or Volunteers* below should be followed. Any member of staff may refer a matter to children's social care directly; this could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

All tutors have a statutory duty to report to the police where they discover that FGM appears to have been carried out on a girl under 18; unless the tutor has a good reason not to, they should also still refer any such case to the DSL. This statutory duty does not apply to at risk or suspected cases, which should be addressed in accordance with normal referral procedures in the preceding paragraph (see *Annex A: Further Information* in Appendix B). Normal referral procedures must also be used when there are concerns about children who may be at risk of being drawn into terrorism (see the college's *Prevent Policy*).

## **Duties of the Designated Safeguarding Lead on receiving information about possible abuse**

15. If a suspicion or complaint of abuse is made, the DSL must decide upon the action to be taken, bearing in mind:

- the inter-agency procedures of the Tri-borough Local Safeguarding Children Board;
- where relevant, local information sharing protocols relating to Channel referrals;
- the nature and seriousness of the complaint;
- that, if the complaint involves serious harm, the police and/or children's social care should always be contacted from the outset;
- the best interests of the child;
- the child's wishes or feelings; and
- issues of confidentiality, so far as applicable.

## **Making referrals**

16. The referral procedures to be followed are determined by the nature of the disclosure being made. The key determinant as to which procedure is to be followed is whether the child is considered to be:

- in need; or
- at risk of suffering harm.

In circumstances where a student has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the DSL will liaise with the children's social services department where the child lives. Where a child and family would benefit from coordinated support from one or more agency (for example: education, health, housing, police) there should an inter-agency early help assessment and procedures will be put in place by children's services to arrange this. The college will coordinate with the local inter-agencies involved.

If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care on a no-names basis without identifying the family. However, as soon as sufficient concern exists that a student may be at risk of harm or in immediate danger, a referral to children's social care and/or the police will be made without delay and in any event within 24 hours. If the referral is made by a member of staff other than the DSL, the DSL should be informed as soon as possible that a referral has been made.

If the initial referral is made by telephone, the DSL should confirm the referral in writing within 24 hours. If no response has been received within three working days, the DSL must contact children's social care again.

Where relevant, the college will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The college will respond to requests for information from the police promptly and in any event within five to ten working days (see the college's *Prevent Policy*).

## **External agencies**

17. When the college decides to refer a particular complaint of abuse to social services or the police, the parents and student will be informed in writing of their right to make their own complaint or

referral to social services or the police, where appropriate, and will be provided with contact names, addresses and telephone numbers.

## Contact details for agency involvement

18. We follow the procedures of the Tri-borough Local Safeguarding Children Board; this is in accordance with the London Child Protection procedures, found at <http://www.londoncp.co.uk/>  
We are advised by Hilary Shaw, Tri-borough Safeguarding and Child Protection in Schools and Education Officer, who the DSL regularly consults on safeguarding matters:

Hilary Shaw                      020 7598 487                      [hilary.shaw@rbkc.gov.uk](mailto:hilary.shaw@rbkc.gov.uk)

The contact details for the Tri-borough Authority Designated Officer are:

Jane Foster                      020 7641 6108                      [jfoster1@westminster.gov.uk](mailto:jfoster1@westminster.gov.uk)

Further contact details are listed in Appendix A.

## Allegations against members of staff and volunteers

19. An appropriate balance should be struck between the safety and wellbeing of any student who is the subject of concern and the need to protect staff and volunteers from false, malicious and unfounded allegations. The college has such procedures for dealing with allegations against staff and volunteers which follow Part Four of *Keeping children safe in education (2016)*.
20. The following procedures will be used where the member of staff or volunteer has:
- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a student or students in a way that indicated he or she would pose a risk of harm if they work regularly or closely with students.

The college will not make its own decisions about what appear to be borderline cases and any doubts or concerns will be discussed with the Local Authority Designated Officer in the first instance. The college will not undertake its own investigation without prior consultation with the Local Authority Designated Officer, or in the most serious cases the police, so as not to jeopardise statutory investigations. The Local Authority Designated Officer will be informed immediately and in any event within one working day of all allegations against staff and volunteers that come to the college's attention and appear to meet these criteria.

Any allegations not meeting these criteria will be dealt with in accordance with the Tri-borough Local Safeguarding Children Board's procedures.

All such allegations must be dealt with as a priority so as to avoid any delay. Allegations against a tutor who is no longer teaching and historical allegations will be referred to the police.

### Reporting an allegation against staff or volunteers

Where an allegation or complaint is made against a member of staff or volunteer or the DSL, the matter should be reported immediately to the Principal, or in his absence to the Chief Executive

Officer, Nigel Stout ([nigel.stout@mpw.co.uk](mailto:nigel.stout@mpw.co.uk)), who is the Chairman of the MPW Board.

In the event that an allegation relates to the Principal, the person receiving the allegation must refer it immediately to the Chief Executive Officer, Nigel Stout, or in his absence to the member of the Board, Peter McGregor ([peter@e-qualitas.co.uk](mailto:peter@e-qualitas.co.uk)), with responsibility for child protection, without first notifying the Principal.

If an allegation is made against a member of the Board, the allegation should be reported to the Chief Executive Officer or the member of the Board with responsibility for child protection. If either the Chief Executive Officer or the nominated member of the Board is the subject of an allegation, the matter should be reported to the other.

The Principal, Chief Executive Officer or nominated member of the Board for child protection, as appropriate, may consult with the DSL and will immediately consult with the Local Authority Designated Officer before further action is taken.

If it is not possible to report to the Principal or Chief Executive Officer or nominated member of the Board in the circumstances set out above, a report should be made immediately to the DSL or, if unavailable or if the complaint concerns the DSL, to the Deputy DSLs. The DSL or Deputy DSLs, as appropriate, will take action in accordance with these procedures and will as soon as possible inform the Principal or, where appropriate, the Chief Executive Officer and nominated member of the Board.

The person taking action in accordance with these procedures is known as the 'case manager'.

#### **Disclosure of information**

The case manager will inform the accused person of the allegation as soon as possible after the Local Authority Designated Officer has been consulted.

The parents of the student involved will be informed as soon as possible if they do not already know of the allegation and will be kept informed of the progress of the case, including the outcome of any disciplinary process. Where other agencies are involved, the case manager will not inform the accused or the parents until it has been agreed what information can be disclosed. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

The reporting restrictions preventing the identification of a tutor who is the subject of such an allegation in certain circumstances will be observed.

#### **Action to be taken against the accused**

The college will ensure that effective support is provided for anyone facing such an allegation and a representative will be appointed to keep him/her informed of the progress of the case and to consider other support available.

When dealing with allegations against staff the following should be borne in mind:

- Suspension will not be an automatic response and will only be considered in a case where there is cause to suspect a student or other students at the college is or are at risk of significant harm or the allegation is so serious that it might be grounds for dismissal. The Local Authority Designated Officer will be consulted as to the appropriate action to

take and full consideration will be given to all the options and whether the result that would be achieved by suspension could be obtained by alternative arrangements, subject to the need to ensure the safety and welfare of the student, and the need for a full and fair investigation.

- A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the college and the individual notified of the reasons. Appropriate support will be provided for the suspended individual and contact details to access that support will be provided.
- If it is decided that the person who has been suspended should return to work, the college will consider how to facilitate this, for example whether a phased return would be appropriate and/or the provision of a mentor to provide assistance in the short term. The college will also consider how to manage the contact with the student who made the allegation.

### **Unsubstantiated or malicious allegations**

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

Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to withdraw their child or children from the college, on the basis that they have treated the college or a member of staff unreasonably.

Whether or not the person making the allegation is a student or a parent (or other member of the public), the college reserves the right to contact the police to determine whether any action might be appropriate.

### **Records**

Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal pension age (or for a period of ten years from the date of the allegation, if this is longer). Allegations that are found to be malicious will be removed from personnel records and any that are proven to be false, unsubstantiated, or malicious will not be referred to in employer references.

### **Ceasing to use staff**

If the college ceases to use the services of a member of staff, contractor or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the college, with a report being presented to the Board without delay.

If a member of staff, contractor or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the college in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

Where a tutor has been dismissed, or would have been dismissed had he/she not resigned, separate consideration will be given as to whether a referral to the National College for

Teaching and Leadership should be made, as per the flow chart that appears in the guidance published by the NCTL. The reasons for the NCTL to consider whether a prohibition order might be appropriate are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. The college will follow the advice set out in the NCTL guidance, *Teacher misconduct – the prohibition of teachers* (as updated from time to time) to make a judgment about whether a referral should be made. If in doubt, a referral will be made.

## **Allegations against other students (peer on peer abuse)**

21. Allegations against students of peer on peer abuse should be reported in accordance with the procedures set out in this policy. A student against whom an allegation of abuse has been made may be suspended during the subsequent investigation and the college's policies on behaviour and discipline will apply. The college will seek the advice of children's social care on the investigation of any allegation and will take all appropriate action on the safety and welfare of all students concerned including that of the student accused of abuse. If it proves necessary that any student be interviewed by the police with regard to allegations of abuse, the college will ensure that, depending on the advice of children's social care, the parents are informed as soon as possible and that an appropriate adult supports the student during the interview. In the case of students whose parents are abroad, the student's education guardian will be asked to support the student and to accommodate him or her if it is necessary to suspend him or her during the investigation. Where an allegation is made against a student, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed.

Peer on peer abuse includes bullying and cyber-bullying, which are never to be tolerated or passed off as "banter" or "part of growing up"; support for victims is indicated in the college's *Anti-Bullying and Cyber-Bullying Policies*.

## **Whistleblowing**

22. Staff and volunteers should also feel able to follow the college's separate *Whistleblowing Policy* to raise concerns about poor or unsafe safeguarding practices at the college, potential failures by the college or its staff to properly safeguard the welfare of students, or other wrongdoing in the workplace that does not involve the safeguarding and welfare of students.

## **Safer recruitment**

23. All prospective members of staff undergo DBS checks and will also be subject to the other checks required under the *Education (Independent School Standards) Regulations (2014)* and in accordance with *Keeping children safe in education (2016)*. At least one member of any MPW staff recruitment panel will have had Safer Recruitment training. Please also see the college's separate *Recruitment, Selection and Disclosure Policy*.

## Guidance to staff

24. Members of staff should be circumspect about placing themselves in positions which may give rise to allegations of abuse or in which they may suffer abuse, such as verbal bullying or cyber-bullying. For instance, they should be wary of disclosing personal details to students, of placing themselves in positions in relation to students which could be misconstrued and of engaging in conduct which could place themselves or their students at risk of harm (eg, giving a student a lift in a car, using innuendo or giving gifts). A written Code of Conduct, which contains detailed guidance on acceptable behaviour and actions, is issued to all new employees on appointment and is reissued annually to all staff.

## Missing student procedures

25. All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any student missing from college. The procedure includes the requirement to record any incident, the action taken and the reasons given by the student for being missing. Please see the college's separate *Missing Student Policy* for further details.

The college recognises that a child going missing from education is a potential indicator of abuse or neglect. The procedures in this policy will be followed when dealing with children who go missing from education, particularly on repeat occasions, to help to identify the risk of abuse and neglect and to help prevent the risks of them going missing in the future. Where a child is going to be deleted from the roll, the college will inform the local authority in which the child resides in the applicable circumstances. See also *Annex A: Further Information* in Appendix B.

## Informing parents

26. Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer, children's social care, the police and/or the Principal before discussing details with parents.

In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the student (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

## Secure college premises

27. MPW will take all practicable steps to ensure that college premises are as secure as circumstances permit. A Visitors' Book is kept at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on college premises by a member of staff. All visitors will be given a name badge with the title "Visitor", which must be clearly displayed and

worn at all times whilst on the college premises. CCTV operates at the entrance of the college, as well as common areas and in the student common room.

## **Confidentiality and information sharing**

28. The college will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The college will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working Together to Safeguard Children (March 2015)*, the *Prevent Duty Guidance for England and Wales (2015)* and *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)*.

Where allegations have been made against staff, the college will consult with the Local Authority Designated Officer and, where appropriate, with the police and social services to agree the information that should be disclosed and to whom.

## **Monitoring**

29. Any child protection incidents at the college will be followed by a review of the safeguarding procedures in the college and a report to the MPW Board. Where an incident involves a member of staff, the Local Authority Designated Officer will be asked to assist in this review to determine whether any improvements can be made to the college's procedures. The DSL will monitor the operation of this policy and the MPW London procedures and present an annual report to the MPW Board.

The MPW Board will undertake an annual review of the policy and implementation of its procedures including good co-operation with local agencies and of the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay.

## Other Relevant Policies

30. The following policies should be read in conjunction with this policy:

- Anti-Bullying Policy
- Health and Safety Policy
- Educational Visits Policy
- Recruitment, Selection and Disclosure Policy
- Code of Conduct for Staff
- Policy for Promoting Good Behaviour
- Cyber-bullying Policy
- E-Safety Policy
- ICT acceptable Use Policy
- Whistleblowing Policy
- Missing Student Policy
- Mental Health and Wellbeing Policy
- Prevent Duty Policy

## **Appendix A: Contact Details**

### **Tri-borough contact details for consultation and referrals concerning safeguarding and child protection:**

- Westminster – 020 7641 4000  
Out of hours – 020 7641 6000
- Hammersmith and Fulham – 020 8753 6600  
Out of hours – 020 8748 8588
- Kensington and Chelsea – 020 7361 3013  
Out of hours - 020 7361 3013

### **Safeguarding and Child Protection Training, Consultation and Advice:**

- Hilary Shaw – Tri-borough Safeguarding and Child Protection in Schools and Education Officer (Tel: 020 7598 4876, Mobile: 07817 365 519, Email: [hilary.shaw@rbkc.gov.uk](mailto:hilary.shaw@rbkc.gov.uk))
- Marissa Asli – Tri-borough Safeguarding and Education – Liaison and Training Co-ordinator (Tel: 020 7598 4886, Mobile: 07739 315 432, Email: [marissa.aslibangura@rbkc.gov.uk](mailto:marissa.aslibangura@rbkc.gov.uk))

### **Children's Health and Social Care Services**

For children in need or at risk:

- General number (24 hours) - 020 7361 3013  
Email: [socialservices@rbkc.gov.uk](mailto:socialservices@rbkc.gov.uk)

### **Allegations against staff – Contact details for the tri-borough local authority's designated officer for referral and management of allegations against staff:**

- Jane Foster (Tel: 020 7641 6108,  
Email: [jfoster1@westminster.gov.uk](mailto:jfoster1@westminster.gov.uk))

### **Advice and support about extremism**

- Local Authority Prevent Lead for RBKC and LBHF – Pinakin Patel (Tel: 020 7340 7264, Email: [pinakin.patel@lbhf.gov.uk](mailto:pinakin.patel@lbhf.gov.uk))
- DfE telephone helpline and mailbox for on emergency advice 020 7340 7264 and counter-extremism@education.gsi.gov.uk
- Non-emergency police number : 101

### **Reporting cases of suspected female genital mutilation (FGM)**

- Tri-borough Lead for FGM – Gourita Gibbs (Tel: 020 7641 1610, Email [g.gibbs@westminster.gov.uk](mailto:g.gibbs@westminster.gov.uk) )
- Non-emergency police number : 101

### **Other useful contact details**

- |  |               |
|--|---------------|
| • Childline                                    | 0800 1111     |
| • NSPCC  | 0808 800 5000 |
| • Kidscape (Anti-bullying helpline of parents) | 0845 120 5204 |
| • Child Exploitation Online Prevent (CEOP)     | 0870 000 3344 |

## Appendix B: Further information on signs of abuse

### Physical abuse

Physical signs	Behavioural signs
<ul style="list-style-type: none"> <li>• Unexplained bruises and welts on the face, throat, arms buttocks thighs or lower back in unusual patterns or shapes which suggests the use of an instrument</li> <li>• Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen or buttocks</li> <li>• Scald marks –immersion burns produce “stocking” or “glove” marks on feet and hands or upward splash marks which may suggest hot water has been thrown over a child</li> <li>• Human bite marks</li> <li>• Broken bones</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioural extremes (withdrawal, aggression or depression)</li> <li>• Unbelievable or inconsistent explanations of injuries</li> <li>• Fear of parents being contacted</li> <li>• Flinching when approached or touched</li> <li>• Truancy or running away from home</li> </ul>

### Emotional abuse

Physical signs	Behavioural signs
<ul style="list-style-type: none"> <li>• Eating disorders, including obesity or anorexia</li> <li>• Speech disorders (stammering)</li> <li>• Nervous disorders (rashes, hives, facial tics, stomach aches)</li> </ul>	<ul style="list-style-type: none"> <li>• Fear of parent being approached about behaviour</li> <li>• Fear of making mistakes</li> <li>• Developmental delay in terms of emotional progress</li> <li>• Cruel behavior towards children, adults or animals</li> <li>• Self-harm</li> <li>• Behavioural extremes, such as overly compliant-demanding, withdrawn-aggressive, listless-excitabile</li> </ul>

### Sexual abuse

Physical signs	Behavioural signs
<ul style="list-style-type: none"> <li>• Torn, stained or bloody underclothes</li> <li>• Pain or itching in genital area</li> <li>• Bruises or bleeding near genital area or anus</li> <li>• Sexually transmitted diseases</li> <li>• Pregnancy</li> <li>• Discomfort when walking or sitting down</li> </ul>	<ul style="list-style-type: none"> <li>• Self-harm</li> <li>• Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level</li> <li>• Sudden or unexplained changes in behavior</li> <li>• Avoidance of undressing or wearing extra layers of clothing</li> <li>• Truancy</li> <li>• Regressive behaviours (bed-wetting or fear of dark)</li> </ul>

## Neglect

Physical signs	Behavioural signs
<ul style="list-style-type: none"><li>• Height and weight significantly below age level</li><li>• Poor hygiene (lice, body odour etc)</li><li>• Inappropriate clothing for weather conditions</li><li>• Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites)</li><li>• Constant hunger, sometimes stealing food from others</li></ul>	<ul style="list-style-type: none"><li>• Erratic attendance at college</li><li>• Chronic hunger or tiredness</li><li>• Having few friends</li><li>• Assuming adult responsibilities</li></ul>

## Grooming

Physical signs	Behavioural signs
<ul style="list-style-type: none"><li>• See section on sexual abuse</li></ul>	<ul style="list-style-type: none"><li>• Wanting to spend increasingly prolonged time online</li><li>• Secretiveness about who they are talking to online and what sites they visit</li><li>• Possession of electronic devices such as mobile phones or webcams that parents have not provided</li><li>• Becoming emotionally volatile</li><li>• Engaging less with their usual friends</li><li>• Using sexual language that you would not expect them to know</li><li>• Going to unusual places to meet people</li><li>• Using drugs and/or alcohol</li></ul>

## Female genital mutilation

Physical signs	Behavioural signs
<ul style="list-style-type: none"><li>• Difficulty walking, sitting or standing</li><li>• Bladder or menstrual problems</li><li>• Severe pain and bleeding</li><li>• Infections such as tetanus, HIV and hepatitis B and C</li></ul>	<ul style="list-style-type: none"><li>• Abroad for a prolonged period</li><li>• Unusual behaviour after a period of absence</li><li>• May talk of a 'special procedure' or 'special occasion to become a woman'</li><li>• Spending longer periods in the bathroom</li><li>• Reluctance to undergo normal medical examinations</li></ul>

## Radicalisation

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Young people at risk of radicalisation may display different signs or seek to hide their views. College staff should use their professional judgement in identifying young people who might be at risk of radicalisation and act proportionately.

Early indicators of radicalism are:

- showing sympathy for extremist causes
- glorifying violence
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League
- out of character changes in dress, behaviour and peer relationships.

**Broad government guidance on the following is also available via the GOV.UK website (see Part one Keeping children safe in education [September 2016])**

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalization
- sexting
- relationship abuse
- trafficking

**Appendix C: Part One of *Keeping children safe in education* (2016)  
and Annex A: *Further Information***



Department  
for Education

# **Keeping children safe in education**

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

**September 2016**

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## Summary

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

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

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

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

# Part one: Safeguarding information for all staff

## What school and college staff should know and do

### A child centred and coordinated approach to safeguarding

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

### The role of school and college staff

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

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

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

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

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

### **What school and college staff need to know**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Record keeping**

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

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

## Why is all of this important?

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

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

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

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

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

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

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

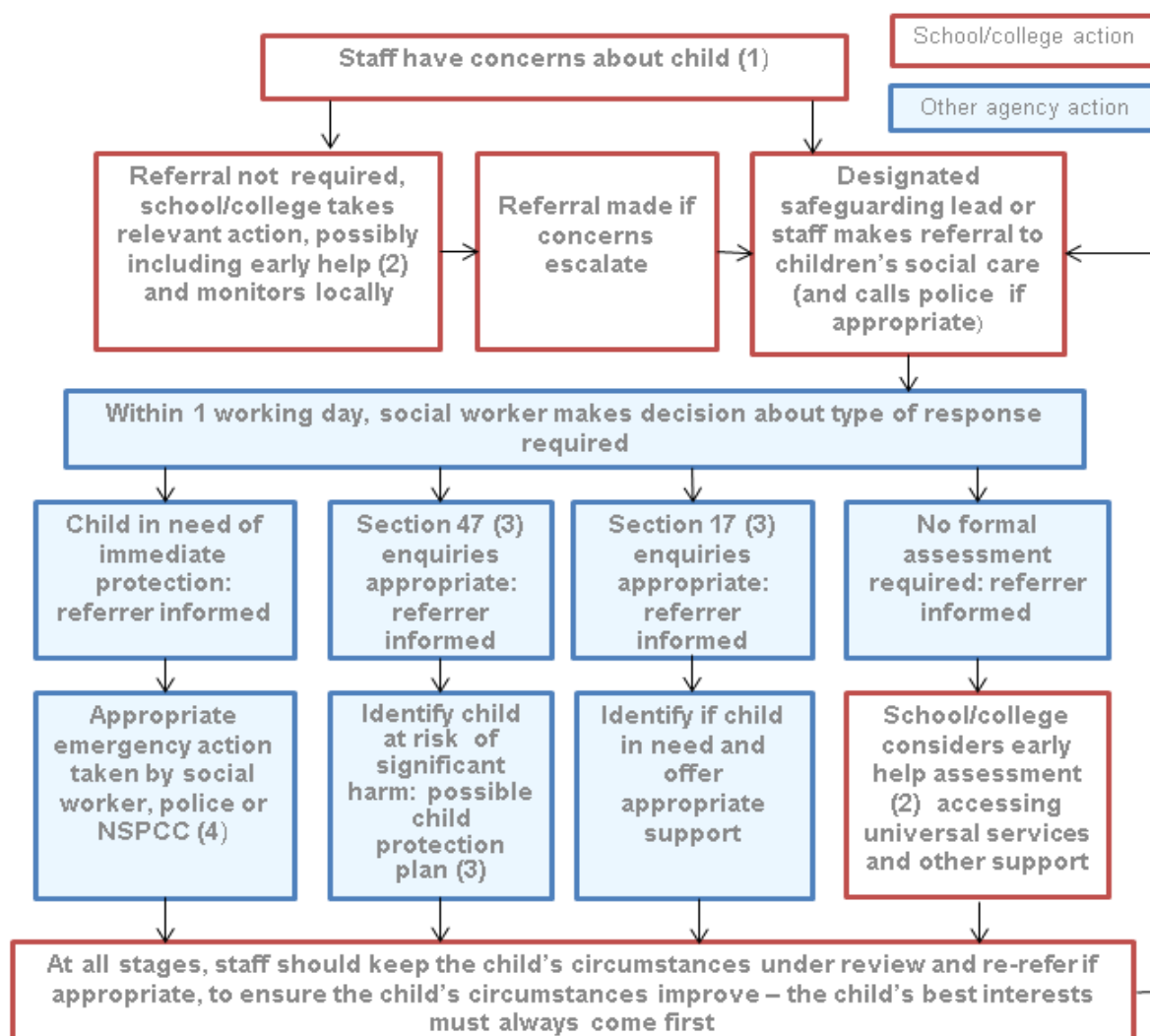
- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to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

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

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

## Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

## Types of abuse and neglect

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

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

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

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

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

40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food,

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

## Specific safeguarding issues

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

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

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

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

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

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

## Annex A: Further information

### Further information on a child missing from education

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

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

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

#### Schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Colleges

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

## Further information on child sexual exploitation

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

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

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

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

### Indicators

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

### Actions

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

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

### **FGM mandatory reporting duty**

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

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

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

### **Forced marriage**

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

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

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

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

## Further information on preventing radicalisation

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

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

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

### Prevent

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

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

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

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

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

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

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

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

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

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

## Channel

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

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

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

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



Department  
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