

The Romero Catholic Academy

Code of Conduct



Our Vision

A Beacon of Excellence for Catholic Education

Our Mission

We are a Christ centred community dedicated to faith formation, academic excellence and individual growth for all our young people, all rooted in the Gospel message of Jesus Christ.

Our Values

Respect, Integrity, Service and Excellence

Our Aims

Spiritual Growth, Formation of the Whole Person, Academic Excellence, Family Partnership, Vibrant Communities, Global awareness and Stewardship.

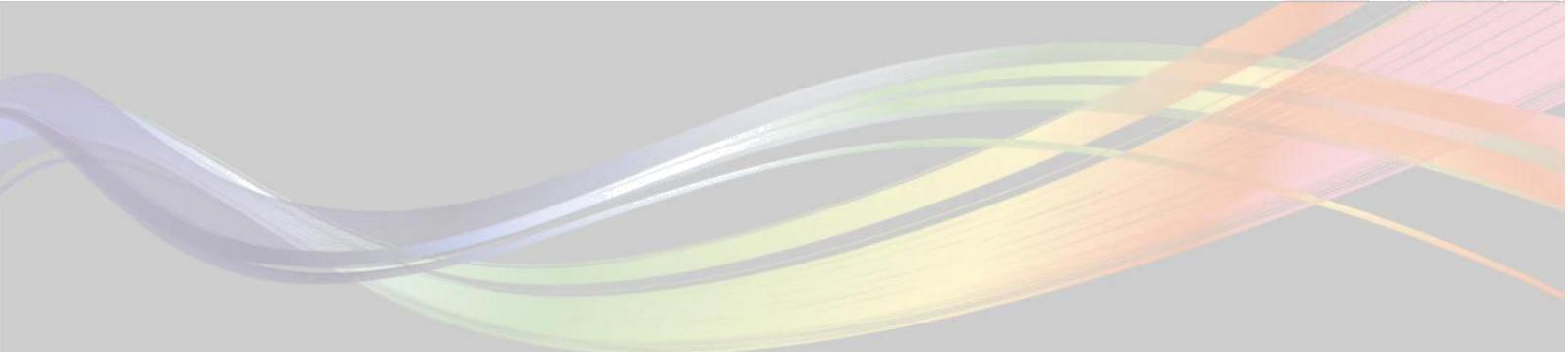
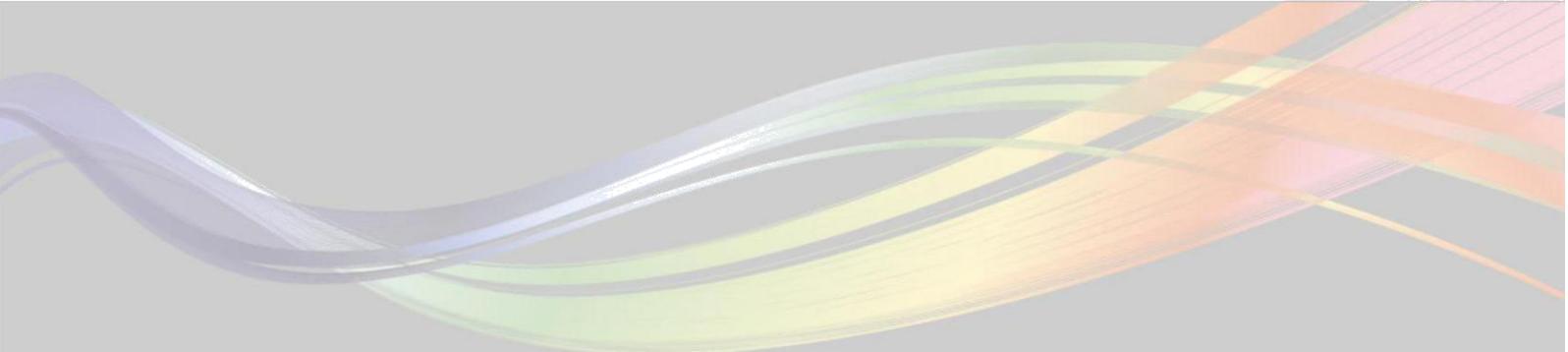


Table of Contents

1.	Introduction .....	.....
2.	General Principles .....	.....
3.	Working Relationships .....	.....
4.	Working with Children and Young People .....	.....
5.	Working and Contact with the Media .....	.....
6.	Working with Neutrality .....	.....
7.	Working and the Law .....	.....
8.	Working Safely .....	.....
9.	Gifts and Hospitality .....	.....
10.	Working with Integrity .....	.....
11.	Working with Money and Property .....	.....
12.	Recruitment and Selection and Other Employment Matters .....	.....
13.	Outside Commitments and Private Work .....	.....
14.	Disclosure of Information and Confidentiality .....	.....
15.	Being a Member of an Organisation .....	.....
16.	Whistleblowing .....	.....
17.	Dress Code .....	.....



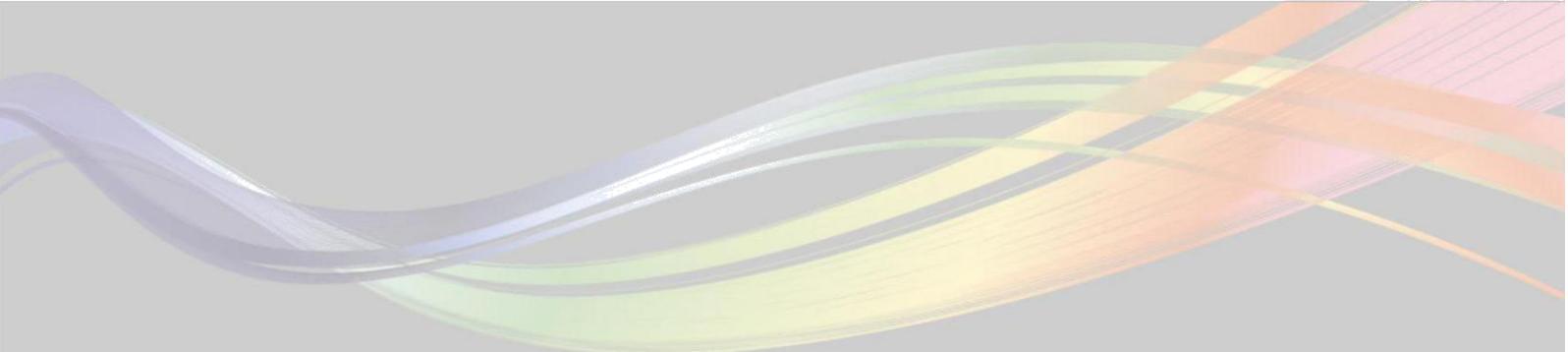
1. Introduction

- 1.1 This model code of conduct, as adopted, applies to all those employed in the Romero Catholic Academy (The 'Academy Company') working in one of the Academy Schools (The 'School').
- 1.2 This code is designed to set out required standards and help employees understand the working relationship between themselves, their managers, colleagues, pupils and members of the public to whom they deliver a service.
- 1.3 This policy details the main standards of behaviour that you need to adhere to and also details the behaviours that the Academy Company would normally regard as gross misconduct.

The standards of behaviour and the examples of gross misconduct (listed in the Disciplinary Policy) should not be considered exhaustive. The Academy Company believe that employees are responsible for their actions.

Principals/LACs/Line Managers will ensure that staff are fully briefed on the content and have access to a copy of the Code of Conduct; it is however the responsibility of all employees to read the Code. If any of the provisions contained within the Code of Conduct, related Codes of Practice or Policies are not fully understood, then the employee must, in their own interest, seek clarification from their Line Manager or from HR by emailing hr@romero.coventry.sch.uk.

- 1.4 Principals must ensure that current HR policies and other advice/guidance referred to throughout this document are accessible for all staff employed within the Academy Company. This may be via a hard copy periodically updated within the school or via the HR Team, where the most up to date information is available.
- 1.5 If an employee's actions or behaviour fall below the standards set out in this Code, then The Academy Company may take formal disciplinary action which may include the full range of disciplinary sanctions. Serious misconduct, criminal offences or other acts committed outside of working hours, which bring the Academy Company into disrepute or impact on the employee's ability to carry out their role, may also result in formal disciplinary action being taken, in accordance with the Academy Company's procedures.



2. General Principles

- 2.1 All employees are expected to perform their duties with honesty, integrity, impartiality and objectivity in order to give the highest possible standards of service and avoid any conduct which could compromise them and The Academy Company and the School. Therefore, this code sets out required standards for all employees.
- 2.2 Employees should comply with the rules and procedures set by the Academy Company/School in relation to actions and behaviours. These can be found in school documents and the HR Policies.
- 2.3 Employees working with children, young people or vulnerable adults are in a position of great trust. Serious breaches of that trust; assault or sexual misconduct or deliberate disregard of policies and procedures meant to safeguard children, young people or vulnerable adults and other recipients of Academy Company/School services will be regarded as potential gross misconduct.
- 2.4 Employees have a responsibility for ensuring a safe learning environment for children and young people within the School.
- 2.5 Employees who believe that a colleague is acting in a way which might be harmful to the school or individual pupils, should raise the matter with the Principal/Line Manager/designated person for child protection.
- 2.6 Employees should have regard to the School's Behaviour Management Policy to provide guidance and support in dealing with behaviour issues as they arise.
- 2.7 Employees should not demean or undermine pupils, their parents, carers or colleagues or display any discriminatory behaviour.
- 2.8 Employees should comply with statutory provisions, which support the well-being and development of pupils.
- 2.9 Employees must not enter into a personal relationship with pupils at the school or conduct improper relationships with pupils through, for example, but not limited to, mobile phone, e-mail, and social media and Internet chat rooms/websites.
- 2.10 Employees should not bring the reputation and standing of the Academy Company/School into disrepute.

2.11 General behavioural standards

You must:

- maintain satisfactory standards of performance at work comply with all reasonable management instructions
- co-operate fully with your colleagues and with management ensure the maintenance of acceptable standards of politeness
- take all necessary steps to safeguard the company's public image and preserve positive relationships with all persons and organisations connected to the company
- ensure that you behave in a way that does not constitute unlawful discrimination
- comply with the Academy Company/Schools Operating Policies and Procedures.

Attendance and timekeeping

You must:

- comply with the rules relating to notification of absence set out in the Academy Company's absence procedure
- arrive at work promptly, ready to start work at your contracted starting time
- remain at work until your contracted finishing time
- obtain management authorisation if for any reason you wish to arrive later or leave earlier than your agreed normal start and finish times.

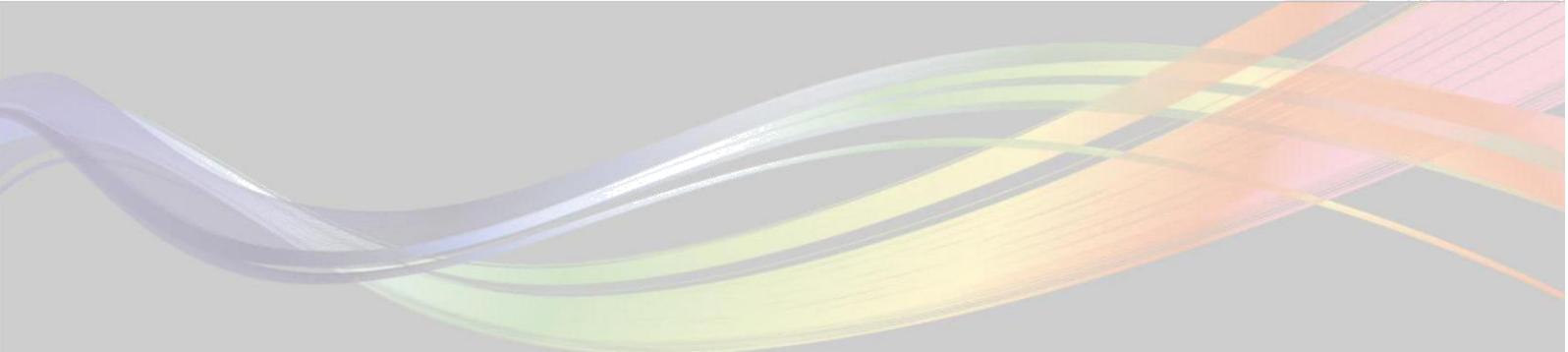
2.12 Personal calls and text messages should be made during your normal break times only. In an emergency you should speak with your manager about taking or receiving personal calls.

Personal mobile phones and devices with cameras must not be used for taking pictures of children/young people without prior permission from your Principal/Line Manager.

If permission is granted, pictures and or videos must be uploaded onto a school computer and deleted from any personal device within 48 hours. Sharing of files is not permitted. Refer to e-Safety Policy.

2.13 Employees must always wear their ID badge whilst representing the Academy Company/School.

2.14 You are solely responsible for the safety of your personal possessions on company premises and should ensure that your personal possessions are kept in a safe place at all times. If you find an item of lost property on the premises, you are required to inform management immediately.



3. Working Relationships

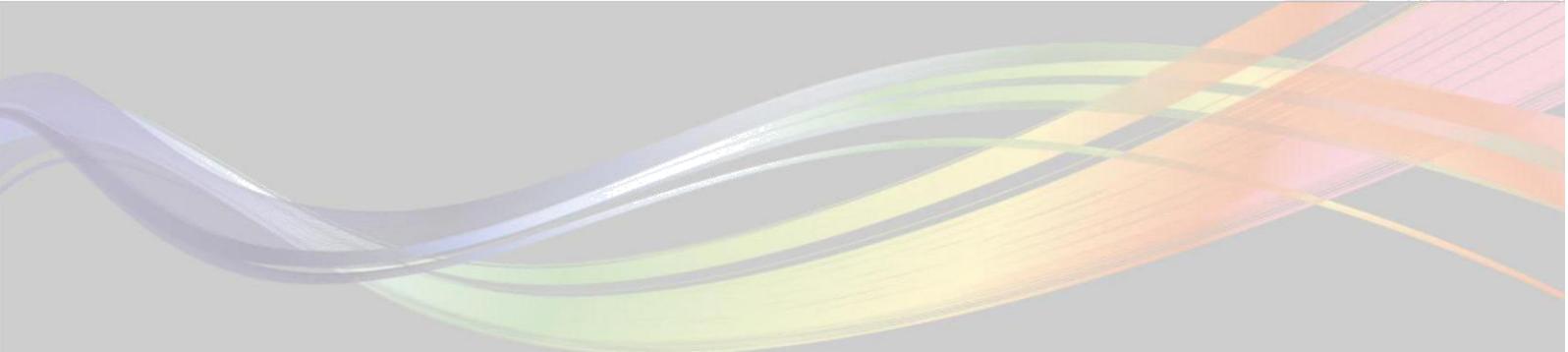
- 3.1 All employees have a right to be treated with dignity at work. Staff should always respect their colleagues, the pupils and the reputation of the Academy Company/School.
- 3.2 The Academy Company is committed to promoting equality and diversity among our workforce, and eliminating unlawful discrimination. We believe that excellence will be achieved through recognising the value of every individual. We aim to create an environment that respects the diversity of staff, enabling them to achieve their full potential, contribute fully and derive maximum benefit and enjoyment from their involvement in the life of the Academy.

To this end, we acknowledge the following basic rights for all members and prospective members of our community:

- to be treated with respect and dignity
- to be treated fairly with regard to all procedures, assessments and choices
- to be encouraged to reach their full potential.

No individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

- 3.3 All forms of bullying, including threats or verbal aggression towards colleagues is unacceptable and will be dealt with seriously by the Academy Company.
- 3.4 If there are work related issues, which cannot be resolved informally with another colleague, the Line Manager should be advised. Also refer to the Academy Company's Grievance Procedure.
- 3.5 Employees should not be involved in decisions relating to any discipline, promotion, performance development review, or pay progression of any employee who is a relative, or with whom they have a close personal relationship. If an employee develops a close personal relationship where a conflict of interest might arise they should notify their Line Manager/HR.
- 3.6 Employees should maintain an effective and professional working relationship with their colleagues and Line Manager.
- 3.7 Employees should participate in initiatives designed to improve the efficiency and effectiveness of service delivery.

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- 3.8 Academy Company /Statutory policies, procedures and codes of practice should be followed at all times.
- 3.9 An employee should never conceal a matter that should be reported, or damage, alter or falsify any document, form or record. Please see Whistleblowing Policy.
- 3.10 It is the responsibility of the employee that if their personal circumstances change, i.e. change of address or home telephone number, they must inform a member of the school's Administrative team and their Line Manager who will make the relevant changes.

4. Working with Children and Young People - Keeping Children Safe in Education September 2018

As per the guidance above - All staff should meet the criteria to obtain and maintain a clear DBS certificate. Any changes to this status should be immediately shared with the Principal in the first instance and if unavailable the Vice Principal or DSL.

All staff should have a good working knowledge of the contents of Part One of KCSIE 2018 (September) a copy of which is attached to this Code of Conduct. In particular staff working with Young People have a duty to make themselves familiar with the types of abuse a child may suffer from and the main signs of these types of abuse. Staff should know that abuse can happen everywhere and that it is never the child's fault. A child can be abused by an adult but also staff need to be aware that abuse can occur between peers (Peer to Peer abuse) and that this type of abuse will be taken very seriously by our school and will be dealt with in exactly the same way.

All staff will receive Level 1 Safeguarding training when they join Cardinal Wiseman and this training will be updated on an annual basis, with information on safeguarding updates shared by the DSL or Deputy DSLs on a regular basis throughout the year.

All staff should be familiar with the safeguarding process, who to report a concern to and how to do so. They should know how to deal with a child who is disclosing a concern. It is not their duty to investigate a concern but they do have a duty to report it. All safeguarding concerns should be reported to the DSL or Deputy DSLs within 24 hours. The DSL or one of the deputies will be available at all times to deal with any safeguarding concerns but if you feel it is a particularly serious concern where a child may be in imminent danger you should contact the police. All staff have access to the CPOMs system.

In addition, all staff should be aware of the contents of the Safeguarding and Child Protection Policy.

4.1 Infatuations

Occasionally, a child or young person may develop an infatuation with an adult who works with them. When this does occur, words or actions may be misinterpreted. An employee, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with their line manager so appropriate action can be taken to avoid any hurt, distress or embarrassment.

4.2 Social Contacts

4.2.1 Employees should not seek to have social contact with a child or young person or their families unless the reason for this contact has been firmly established and agreed with the DSL. If contact is made then it should always be through their school email account or using a school phone. If a parent or child seeks to establish social contact, or if this occurs coincidentally, the employee should refer this to the DSL or deputy DSL who will act on your behalf to discourage this intrusion to your personal life. Such examples could be related to internet social networking sites (i.e. being asked to be a 'friend' on 'Facebook').

4.2.2 Employees should never give personal details to a child or young person. There should be no circumstance where this might be necessary. Please refer any concerns to the DSL or Deputy DSL.

4.3 Physical Contact

4.3.1 There are occasions when it is entirely appropriate for employees to have some physical contact with the child or young person with whom they are working, for example those who teach PE, Games, Drama or who offer music tuition. However, it is crucial that in all circumstances, employees should only touch children in ways which are appropriate to their professional or agreed role and responsibilities. If a member of staff feels it necessary to intervene and perhaps restrain a pupil (as per the government's guidance in their publication Use of Reasonable Force) then they should record this immediately using the Bound Book. This book is held by the Principal's PA.

4.3.2 When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. If a member of staff is concerned regarding this then "Team Teach" training will be offered on a regular basis.

4.3.3 In all circumstances where a child or young person initiates inappropriate physical contact, employees should sensitively deter the child and help them understand the importance of personal boundaries and must always report such circumstances via CPOMs or directly to the DSL or one of the deputies.

4.4 Sexual Contact

4.4.1 It is an offence for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child. The sexual activity referred to does not just involve physical contact it may also include non-contact activities.

4.4.2 Any sexual activity between an employee and a child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action.

5. Working and Contact with the Media

5.1 There may be occasions where the press will contact an Employee for information about the Academy. Employees must refer requests for this type of 'information' to the Academy's Escalation for Media Protocol which details the process employees should follow. This policy can be located through your Business Manager.

5.2 Employees who write or give interviews must ensure that they make it clear that they are not representing the Academy Company/School's view and do not bring the Academy Company/School into disrepute. Also refer to the Whistleblowing Policy.

5.3 Employees should not publicise material which is confidential or against the Academy Company/School/any employee's interest.

6. Working with Neutrality

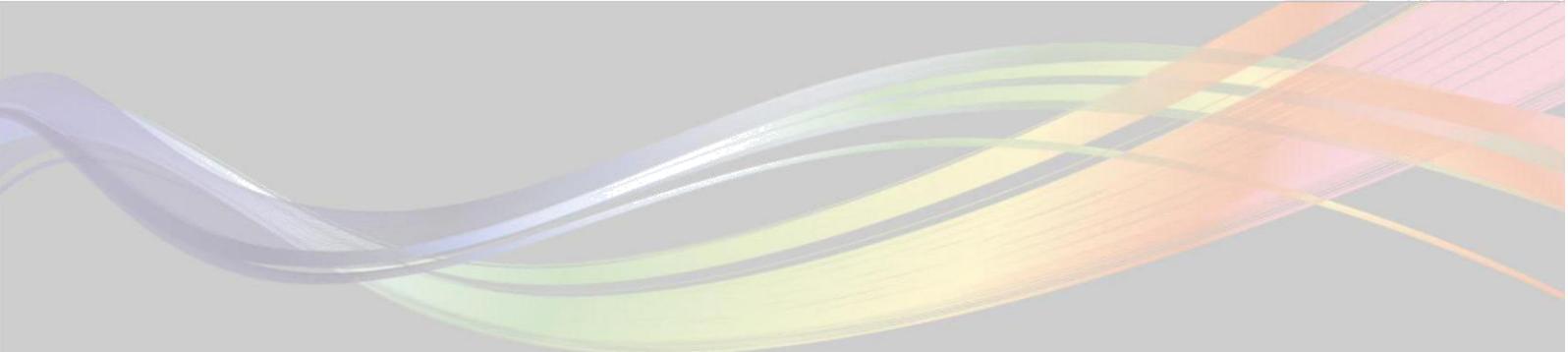
6.1 If an employee develops a close personal relationship with a Board Director/Colleague where a conflict of interest might arise they should notify their Principal/Line Manager or HR.

6.2 Employees must not allow their personal or political opinions to interfere with their work.

7. Working and the Law

7.1 Employees have a duty at all times to uphold the law.

7.2 Teaching is a notifiable occupation, which means that the police report any conviction or caution given to a teacher to the Department for Education (DFE). Offences involving a risk of harm to children or to vulnerable adults are considered by the Independent Safeguarding



Authority (ISA). All other convictions and cautions are passed to the National College for Teaching & Leadership under section 141D of the Education Act 2011, which has a role in determining if a caution or criminal offence is relevant to a teacher's registration.

- 7.3 If an employee is charged with any offence, including driving offences and if they receive any criminal conviction they must inform their Principal/Line Manager the next available working day. The Principal/Line Manager will then consider if any follow up action is necessary and decide if the matter should be referred and considered at a disciplinary hearing. Some offences would be classed as serious and would fall under the definition of gross misconduct. (Also refer to the Disciplinary Procedure.)
- 7.4 Employees must comply with the requirements of statutory bodies relating to the examination, assessment and evaluation of pupil achievement and attainment. They must not alter, falsify or add to: scripts for SAT's, coursework or moderating marks submitted for GCSE examination, and should not provide unauthorised photocopies of forthcoming examination papers to students.

8. Working Safely

- 8.1 It is the duty of all employees to take reasonable care of their health and safety and that of others who are affected by what they do or do not do. They should also ensure that they keep up to date with health and safety guidance as provided by the employer. (Also refer to the Health and Safety Policy within the School).
- 8.2 Employees working in one to one situations with children and young people may be more vulnerable to allegations. They should therefore assess the need to have another adult present, and consider the location and facilities to ensure their own security and safety and that of the child/young person.
- 8.3 An employee should use any safety clothing and equipment provided by the employer that is needed in their role and ensure that the equipment is not misused, neglected or damaged.
- 8.4 An employee must report any accident or "near misses" they have at work as soon as possible and accurately complete an accident report form, this includes verbal and physical assaults.
- 8.5 Employees must take reasonable care of pupils under their supervision with the aim of ensuring their health and safety. (Also refer to 'Policy & Guidance on Educational Visits' available within the School).

8.6 The Academy Company/School prohibits:

- alcohol consumption on school premises without prior consent
- illegal substance/drug use
- being under the influence of drugs or alcohol while at work
- encouraging others to misuse alcohol or drugs.

Drug and alcohol use may become a matter for disciplinary action in accordance with the disciplinary or capability procedure.

8.7 Prescribed drugs may be taken but if a GP gives an employee any medication that may have a negative effect on their performance, they should tell their Line Manager in confidence. Possession of and dealing in illegal substances will be immediately reported to the police in all cases and may result in formal disciplinary action, including the possibility of summary dismissal.

8.8 The Academy Company/School operates a No Smoking Policy which includes e-cigarettes. This applies to all Academy Company premises, including the grounds, and those where Academy Company services are provided. It also applies when transporting children/young people in Academy Company or private vehicles and to visits to children/young people in their own homes or other establishments.

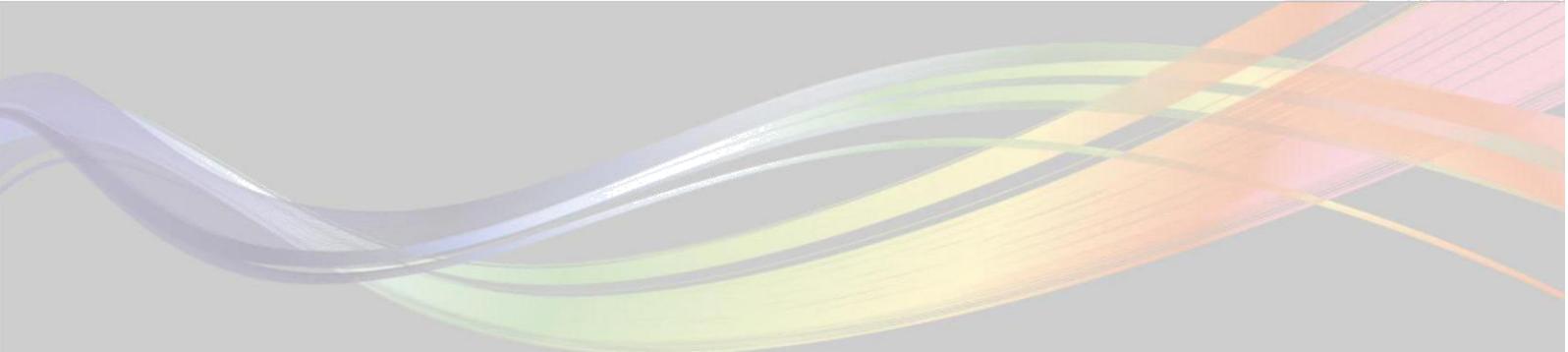
9. **Gifts and Hospitality**

9.1 An employee's actions must not be influenced by offers of gifts or hospitality and must not give the impression to another member of staff, parent, pupil or service user that they are influenced in this way. (Also see Gifts and Hospitality Policy).

9.2 All personal gifts should be refused or donated to charity unless they come within the categories set out below.

Gifts of the following type may be accepted:

- a) Modest gifts of a promotional character, eg calendars, diaries and other similar articles.
- b) Gifts on the conclusion of any courtesy visit to an outside organisation of a sort normally given by that organisation.
- c) Gifts up to £50 in value.
- d) Gifts which are intended for the Academy as a corporate body or intended for the Academy can be accepted but must not be retained by the individual who receives them. Such gifts should be passed to the Academy as appropriate.



Staff must, within 28 days of accepting any gift or hospitality with an estimated value in excess of £50, provide written notification to the Principal using the 'Declaration of Gifts and Hospitality' form (Appendix B).

All offers accepted should be recorded in case of any queries, in particular through FOI requests. The Declaration of Gifts and Hospitality forms must be completed in full, setting out full details of the offer or the gift and or hospitality received as well as:

1. estimated or actual value
2. an indication from the Principal as to why acceptance of the offer is authorised
3. the employee's/Director/Academy Representative's printed full name and signature; and
4. the Principal's printed full name and signature.

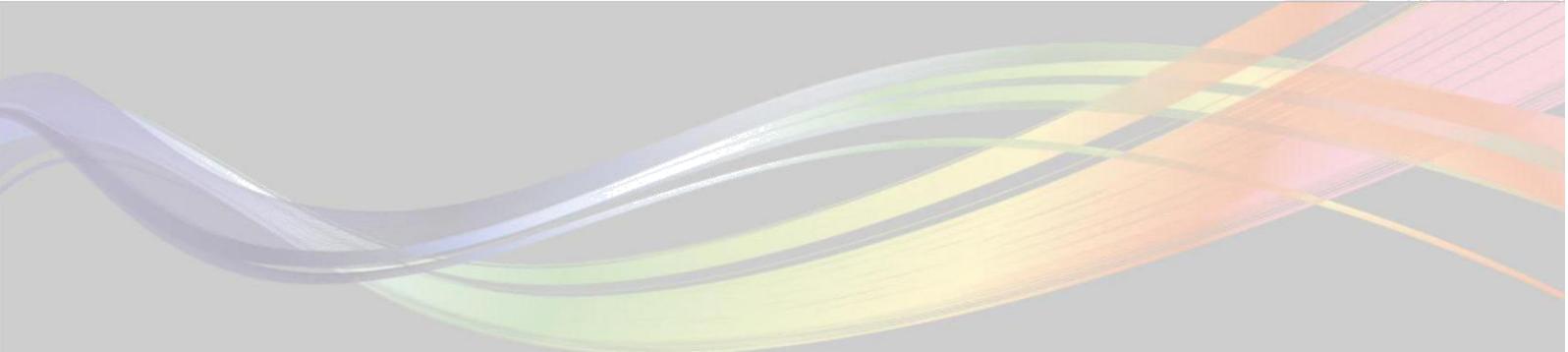
9.3 Staff and Directors/Academy Representatives should ask themselves whether members of the public, knowing the facts of the situation, could reasonably think that they might be influenced by the hospitality offered. If the answer is yes, the hospitality should be declined. In making judgements, relevant facts to take into account include the person/organisation offering the hospitality, its scale and nature, and its timing in relation to decisions to be made by the Academy.

Examples of when it may be proper to accept hospitality (always depending upon the particular circumstances) are as follows:-

- a) attendance at conferences, events and demonstrations of equipment organised by outside bodies where there is a service interest
- b) attendance at events or functions where there is a demonstrable need for the Academy to be represented to either give or to receive information or to participate as part of the Academy's corporate image
- c) attendance at events or functions which are part of the civic, cultural or sporting life of the Academy
- d) working lunches where this is an appropriate and effective way of conducting business and the refreshments provided are on a reasonable level.

9.4 If employees accept any bribes from an individual (e.g. parent) that provides either the School or Academy with goods or services, they may be guilty of corruption. Employees should inform their Principal/Line Manager if anyone tries to bribe them or if there is evidence of improper behaviour by others.

9.5 The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. The giving of a personal gift for a specific reason is only acceptable practice where, in line with the agreed



policy, the employee has first discussed this with their Principal/Line Manager. (Refer to school policy on supporting positive behaviour).

- 9.6 Employees should be cautious when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

10 Working with Integrity

- 10.1 If a school wishes to sponsor an event or service, no employee, relative or friend should benefit from such sponsorship in a direct way without there being full disclosure to, and prior approval by the Principal/ LAC Chair/Line Manager.

- 10.2 Employees are required to declare to the Line Manager, any pecuniary interests which could conflict with the Academy Company/School's interests, including any Directorships or equivalent position, which they may hold.

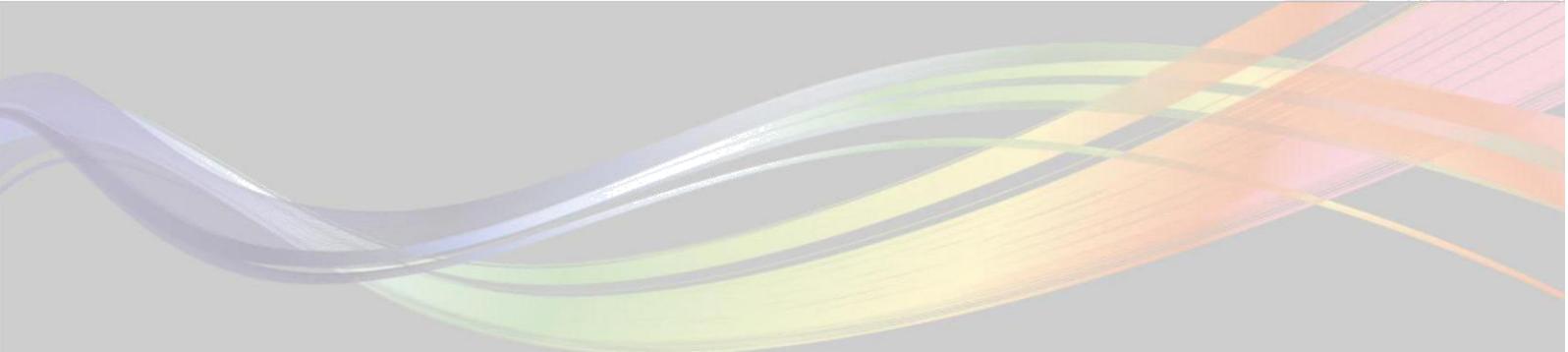
- 10.3 Deliberately giving false information on claims such as mileage, travel/subsistence allowances, self-certification forms or attendance records will be deemed as fraud. All documents/forms/records should be completed honestly.

- 10.4 Activities/private interests/outside employment, which employees may participate in when they are not at work, must not bring The Academy Company/School into disrepute. Employees should not put themselves in a position which could result in public confidence in The Academy Company/School being weakened.

- 10.5 As a general rule, behaviour outside of normal working hours is a personal matter and does not directly concern the company. However, there are some exceptions to this rule. The company will become involved when incidents occur:

- at office parties or other work related social occasions or gatherings
- at social occasions or gatherings organised by a third party, where you have been invited in your capacity as an employee
- at work related conferences
- while working away on business on behalf of the company.

On these occasions you are expected to behave in an appropriate and responsible manner, keeping in mind that you are representing the Academy Company/School. You are instructed specifically not to consume any alcohol at such events if you are driving.



Any employee whose conduct brings the Academy Company/School into disrepute will be subject to the Academy Company/School's disciplinary procedure. Such behaviour may be viewed as gross misconduct and could result in disciplinary action up to and including dismissal without notice.

11 Working with Money and Property

11.1 Employees should ensure that they use school funds entrusted to them in a responsible and lawful manner.

11.2 Financial and Accounting procedures within the School and The Academy Company/School should be followed at all times.

11.3 The Academy Company/School property such as stationery, photocopiers etc. may be used for Academy Company/School business only, unless permission has been given for other use. Facilities such as telephones, mobile phones, Internet, email and other ICT facilities can only be used in accordance with the School's policies, e.g. use of facilities by recognised trade unions and/or with the permission of the Principal/Line Manager.

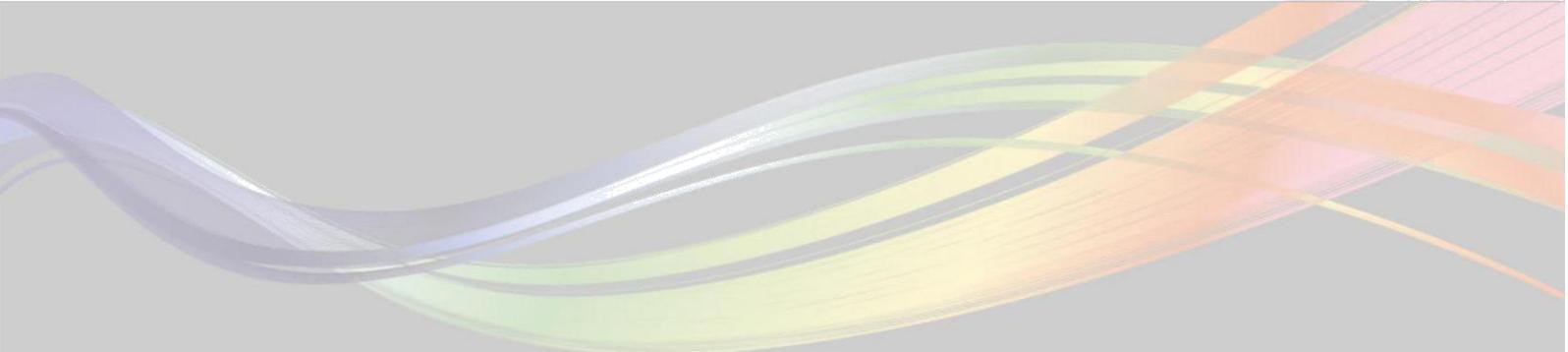
You must adhere to The Academy Company/School's policy on internet and email use. In particular:

- no obscene or offensive language should ever be used in emails
- emails of a discriminatory, derogatory or defamatory nature must never be sent
- email must never be used as a form of communication which could cause harassment or be abusive to someone
- emails should not be copied to people inappropriately
- if an employee receives an offensive email this should be reported to his/her line manager and should not be passed on to other employees
- internet sites should only be accessed if they are appropriate to the work that is being carried out.

11.4 Proposals to use any social media applications as part of your role within the company must be approved by your Principal or Line Manager Use of social media for personal reasons does not need to be approved by the company, but your conduct while using social media for personal reasons may lead to disciplinary action if it affects your role.

You should ensure that your content, or links to other content, does not:

- interfere with your work commitments
- contain libellous, defamatory, bullying or harassing content

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- contain breaches of copyright and data protection
 - contain material of an illegal, sexual or offensive nature
 - include information which is confidential to the company
 - bring the company into disrepute or compromise the Academy Company/School's brand and reputation
 - use the company to endorse or promote any product, opinion or political cause.

11.5 Employees should follow The Academy Company/School policy and procedures on computer virus protection. A virus, which is maliciously hidden in a programme, can corrupt and damage computer files and discs. Employees need to be made aware that if they knowingly introduce a computer virus, this is not just a contravention of expected behaviour within their employment, they are breaking the law.

11.6 Employees should ensure that they follow the schools security procedures in relation to the use of computers and the proper management of computer held information. Particular care must be taken to observe established procedures when using passwords and logging on and off. Employees should never share a password or similar security device that may lead to unauthorised access to the Schools systems or property.

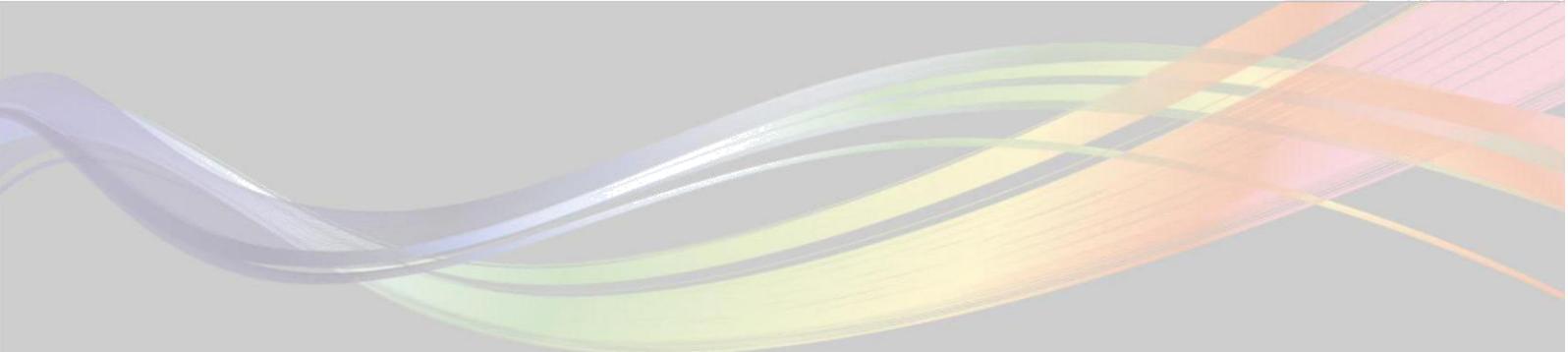
11.7 Employees should gain proper prior approval from the owner of the copyright before copying computer programmes (software) and other literature for personal use as it is an offence (Copyright, Designs and Patents Act 1988).

11.8 Employees should return any property or equipment which they have been allowed to borrow by the school as soon as they leave their job or when requested by their Line Manager.

12. Recruitment and Selection and Other Employment Matters

12.1 If employees are involved in recruitment and selection they are expected to ensure that all appointments are made strictly on the basis of merit in accordance with the Academy Company/School recruitment and selection process. Employees should not be involved in an appointment where they are related to an applicant, or have a close personal relationship outside work with him/her.

12.2 Any reference provided by the Principal in relation to another employee on behalf of the Academy Company/School, whether it is written or verbal, should be factual and give an honest representation of the experience, skills, abilities and/or other qualities of that employee.



12.3 Employees must not misuse or misrepresent their professional position, qualifications or experience, nor should they falsify a reference.

13. Outside Commitments and Private Work

13.1 Employees should notify their Line Manager before taking up any outside employment. The Line Manager should assess if the nature of the work might be seen to conflict with the interests of the Academy Company/School and advise accordingly.

13.2 Any secondary employment cannot be carried out by employees during the time the school employs them (i.e. when they should be in attendance at the school/undertaking work for the school under their contract of employment for those specific hours), which includes periods of sickness absence.

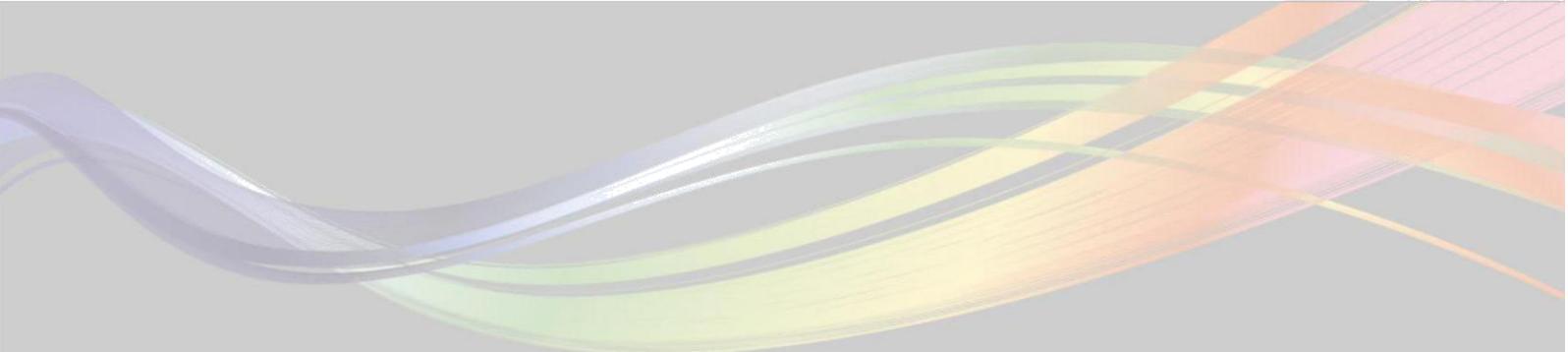
13.3 Employees should follow the appropriate guidance as referred to in section 11 the ownership of intellectual property or copyright created during their employment. Any paid work carried out on behalf of the Academy outside your contracted hours, must be paid to the Academy.

14. Disclosure of Information and Confidentiality

14.1 Employees may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in the interests of the child to do so. They should gain the permission of the Principal/Line Manager before disclosing this information to any unauthorised party, in order to protect the employee from any accusations of inappropriate use.

14.2 Information held by the Academy Company/School in relation to staff and pupils may be subject to the provision of the Data Protection Act. Employees should never put themselves in the position where the disclosure of information puts themselves, a colleague, a pupil or the reputation of the Academy Company/School at risk.

14.3 Employees should respect the confidentiality of Academy Company/School meetings and the contents of any confidential Academy Company/School documents and work within Data Protection Legislation (see Data Protection Policy).



15. Being a Member of an Organisation

15.1 Employees should ensure that their membership or involvement with any external organisation does not lead to an actual or perceived (maybe because of its nature and maybe because it is in the 'public domain') conflict of interest with their position as an employee of the Academy Company/School, or conflict with the Academy Company/School policies/objectives or damage to the Academy Company/School reputation. It is important to avoid any perception that advice, guidance, or decisions for which they are responsible could be influenced by their membership of a particular organisation. This does not apply to membership of a trade union.

16 Whistleblowing

16.1 Under the Whistleblowing policy and procedure, if an employee believes that there has been any fraud, irregularity, improper behaviour towards a pupil, corruption or the law has been broken, they should report such incidents under this policy. (Also see the Whistleblowing Policy).

16.2 The Whistleblowing policy is intended to encourage and enable employees to raise concerns safely and without fear of retribution within the Academy Company/School rather than overlooking a problem. The Academy Company/School will not tolerate harassment or victimisation and will take action to protect any employee when they have raised a concern in good faith. Similarly no employee must treat another employee less favourably on the grounds that that employee has, intends, or is suspected of doing anything under the Whistleblowing procedures.

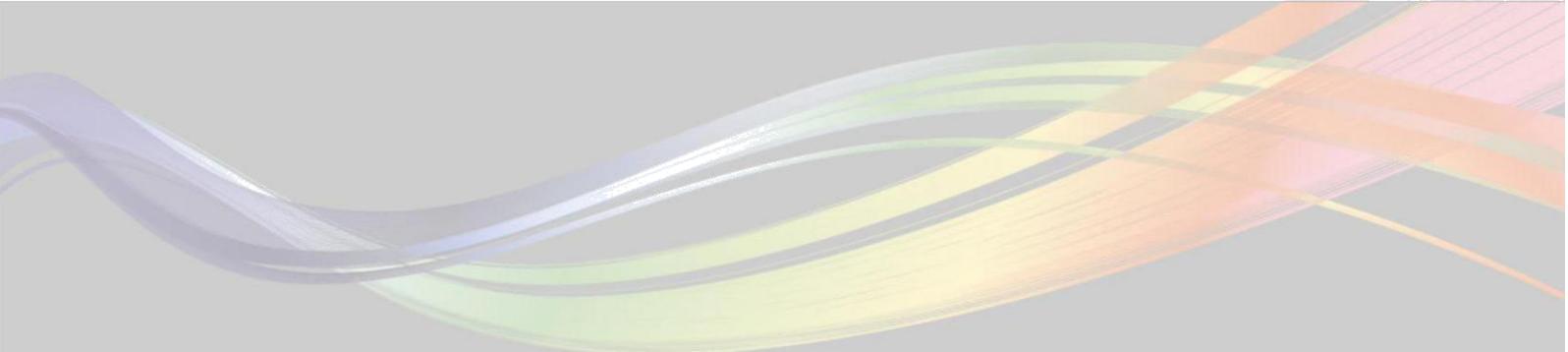
17 Dress Code

17.1 As a general principle, staff should dress according to their professional judgement, unless this is detrimental to their capacity to do their job or is deemed unsafe or inappropriate for some other good reason.

17.2 Facial coverings will generally be expected to be removed whilst the teacher is on duty, to optimise good communication and to help identify individual teachers.

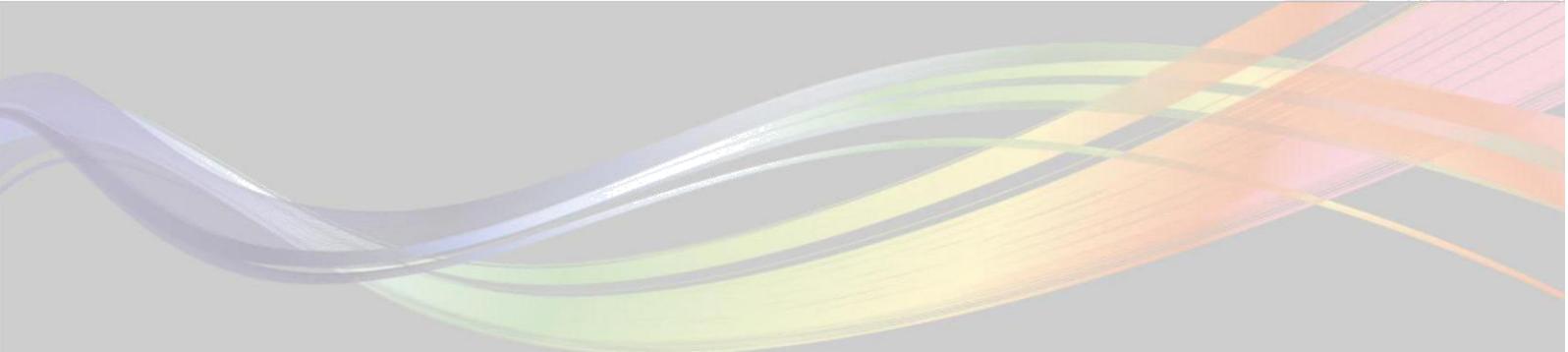
17.3 No aspect of an employee's dress or appearance should be politically motivated, sexually provocative, discriminatory, insensitive or offensive.

17.4 Jewellery and piercings should not be worn excessively nor amount to an unacceptable risk either to the employee or to the pupil.

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- 17.5 Hair should be kept tidy and out of an employee's face and nails should be kept at a length where they are unlikely to amount to a risk or cause harm to pupils.
- 17.6 No denim should be worn whilst an employee is carrying out their duties.
- 17.7 If visible, tattoos must not cause offence to others; if tattoos are likely to cause offence, they must be covered up whilst on duty.
- 17.8 Dress codes may be relaxed in certain circumstances such as outdoor/adventure visits, training days, charity days and hot weather – in these circumstances, common sense should prevail at the Principal/line manager's discretion.
- 17.9 All staff will be supplied with a school identity security badge that should be worn and visible at all times both when in school or outside the premises on school business and should only be removed for safety reasons. Staff working within the community must carry their school I.D. badges with them at all times. It is the responsibility of the member of staff to inform their manager if their I.D. badge is lost/stolen or if details on the badge need altering e.g. for a name change.
- 17.10 Staff to be conscious of health and safety when choosing appropriate footwear. Open toed, high heeled shoes, backless footwear and flip-flops are worn at the risk of each individual.
- 17.11 Staff should ensure that they are dressed safely and appropriately for the tasks they undertake and wear clothing appropriate to their work area. If you are supplied with a uniform or protective clothing for your role with the school, then you must wear these whilst carrying out your duties. Facilities staff may wear practical clothing as appropriate to their role as determined and provided by the Academy.

18. Review

This code of conduct will be kept under review in the light of recommendations and guidance issued nationally in relation to standards of conduct in public life and revised as necessary.



Keeping children safe in education

Part 1: Information for all school and college staff

September 2018

Contents

Summary

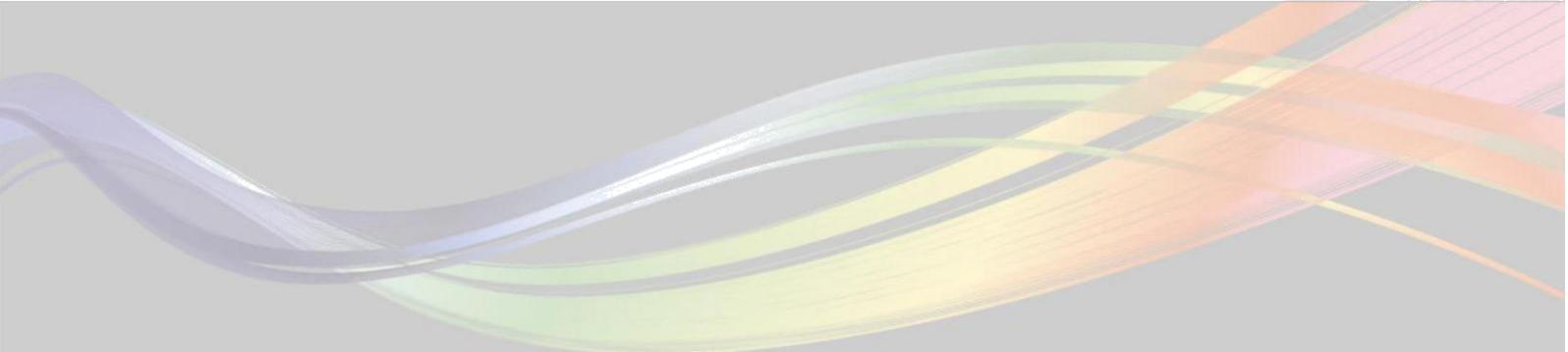
Part one: Safeguarding information for all staff

- What school and college staff should know and do

- Types of abuse and neglect

- Specific safeguarding issues

Annex A: Further information



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.

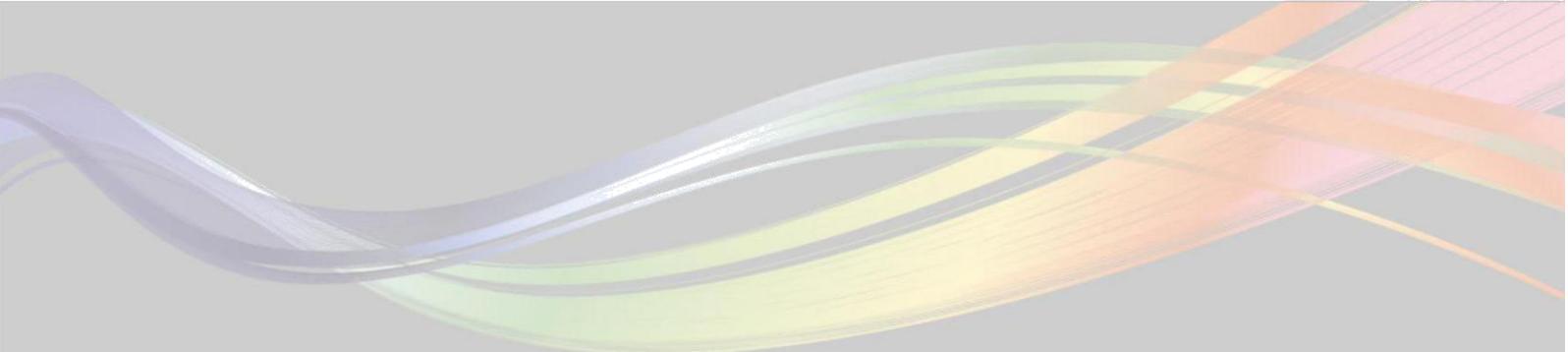
For ease of reference Part one is set out here as a standalone document.

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. **All** school and college staff should be prepared to identify children who may benefit from early help.¹

9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-35. Staff may be required to support social workers and other agencies following any referral.

10. 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.

11. The Teachers' Standards 2012 state that teachers (which includes head teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

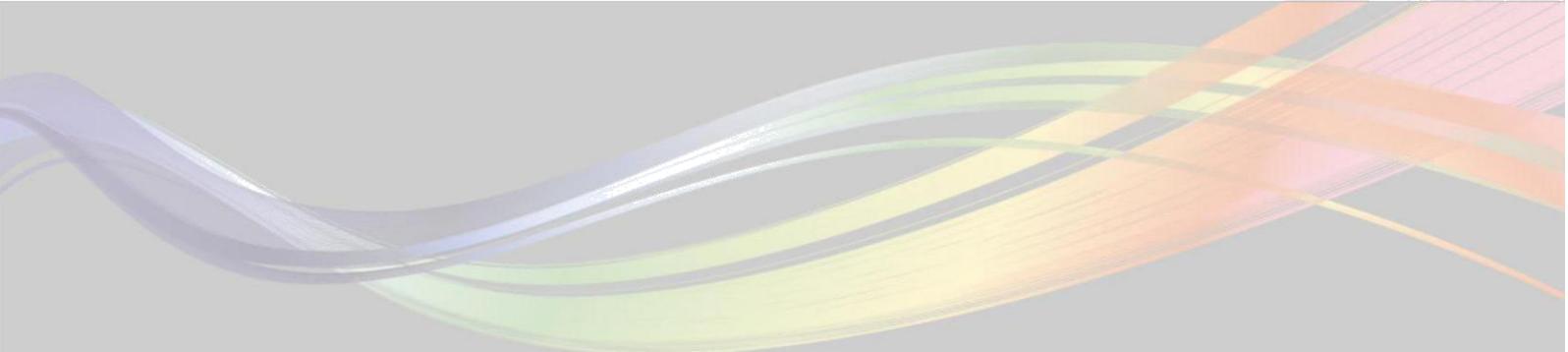
What school and college staff need to know

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 (including the identity of the designated safeguarding lead and any deputies).

¹ Detailed information on early help can be found in Chapter 1 of Working Together To Safeguard Children

² 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.



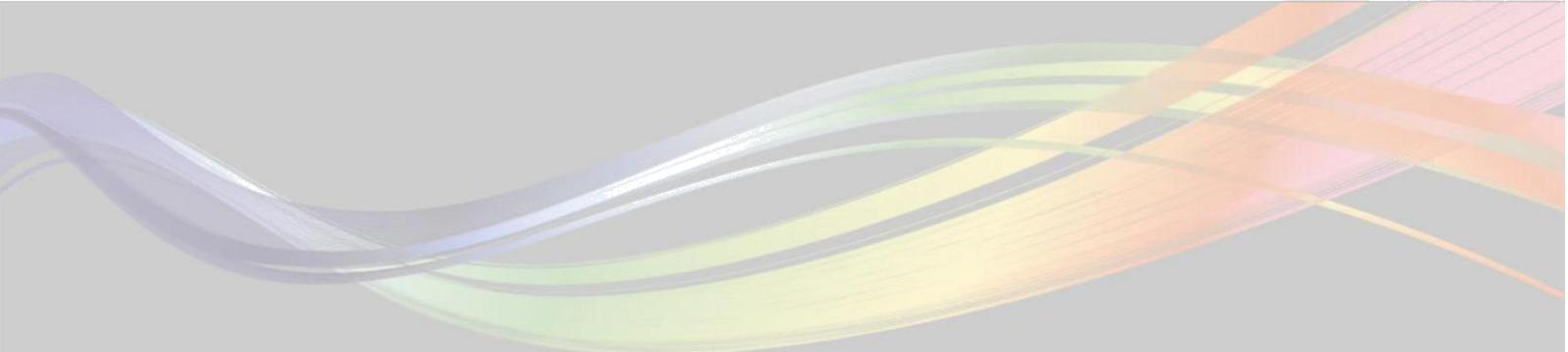
Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

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. 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 years.
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, especially Section 17 (children in need) and Section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessment.³
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. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is frequently missing/goes missing from care or home;
 - is misusing drugs or alcohol;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - has returned home to their family from care.

³ Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children

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18. **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 42-51 of this guidance.
 19. 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.
 20. 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.
 21. 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 (or deputy).

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

22. If staff members have any **concerns** about a child's welfare, they will need to decide what action to take. See flow chart setting out the process for staff when they have concerns about a child
23. If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe. [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports school and college staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.
24. Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy) who will help staff decide what to do next. Options include:
 - managing any support for the child internally via the school or college's own pastoral support processes;

- an early help assessment;⁴or
- a referral for statutory services, ⁵for example as the child is in need or suffering or likely to harm.

25. If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Early help

26. If early help is appropriate, the designated safeguarding lead (or deputy) should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

27. If a child is in need or is suffering, or likely to suffer from harm then a referral should be made to local children's social care to consider a statutory assessment.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

⁴ Local agencies including the three safeguarding partners should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Further information on early help assessments, provision of early help services and accessing services in in Chapter 1 of Working together to safeguard children.

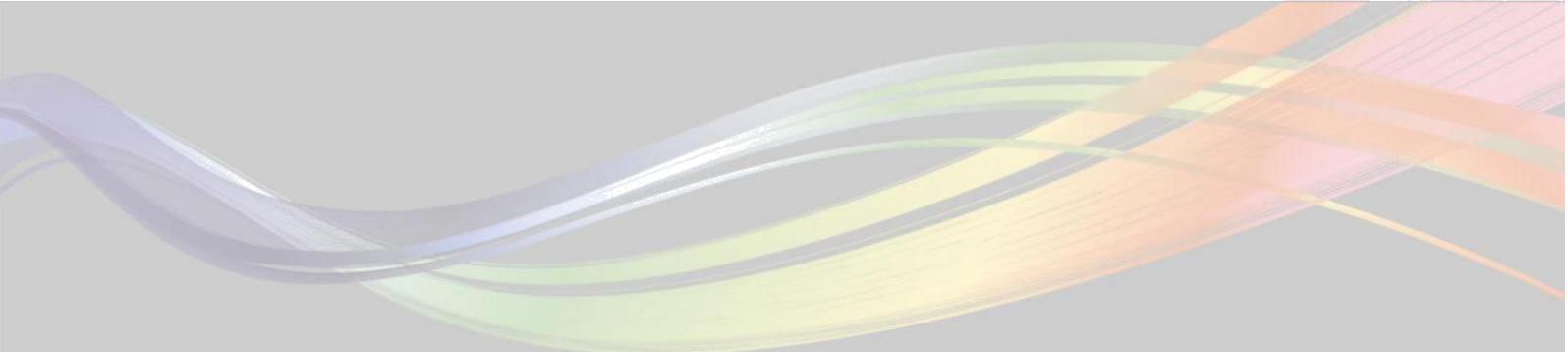
⁵ Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter one of Working together to safeguard children).

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

28. In both cases, referrals should be made in accordance with local criteria for action ⁶ and follow the local authority's referral process.
29. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.**
30. The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number.
31. The local authority should make a decision, within one working day of a referral being made, about what course of action it is taking and should let the referrer know the outcome. This will include determining whether:
 - the child requires immediate protection and urgent action is required;
 - whether the child is in need, and should be assessed under section 17;
 - there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
 - any services required by the child and family and what type of services; and
 - further specialist assessments are required in order to help the local authority to decide what further action to take.
32. Staff should follow up on a referral should this information not be forthcoming.
33. If social workers decide to carry out a statutory assessment, school or college staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

⁶ Chapter 1 of Working together to safeguard children

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34. 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 reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
35. If a **teacher**⁷, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) 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.

Record keeping

36. 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 (or deputy).

Why is all of this important?

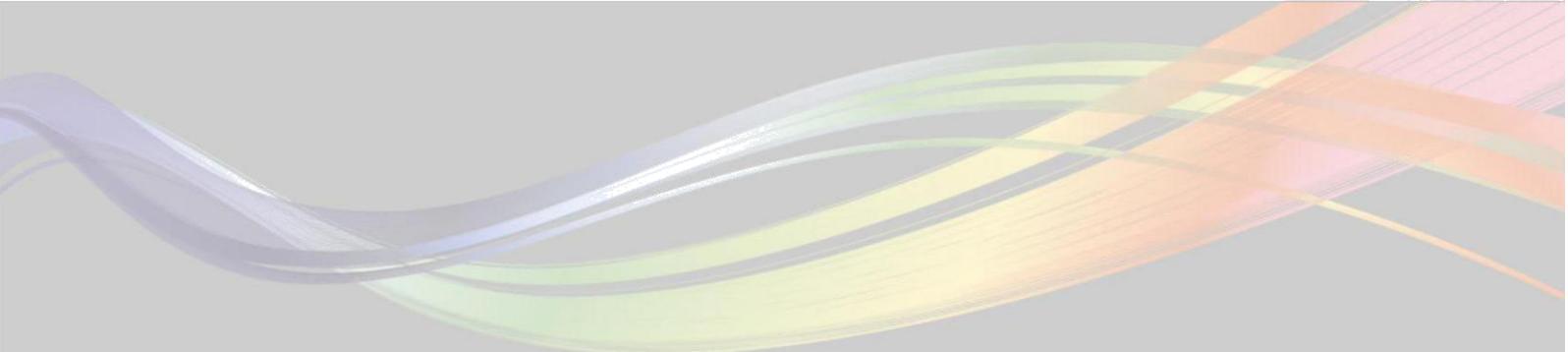
37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include: failing to act on and refer the 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.⁸

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

38. If staff members have concerns about another staff member, then:
- this should be referred to the head teacher or principal;
 - where there are concerns about the head teacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and

⁷ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

⁸ An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#)

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- in the event of allegations of abuse being made against the head teacher, where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

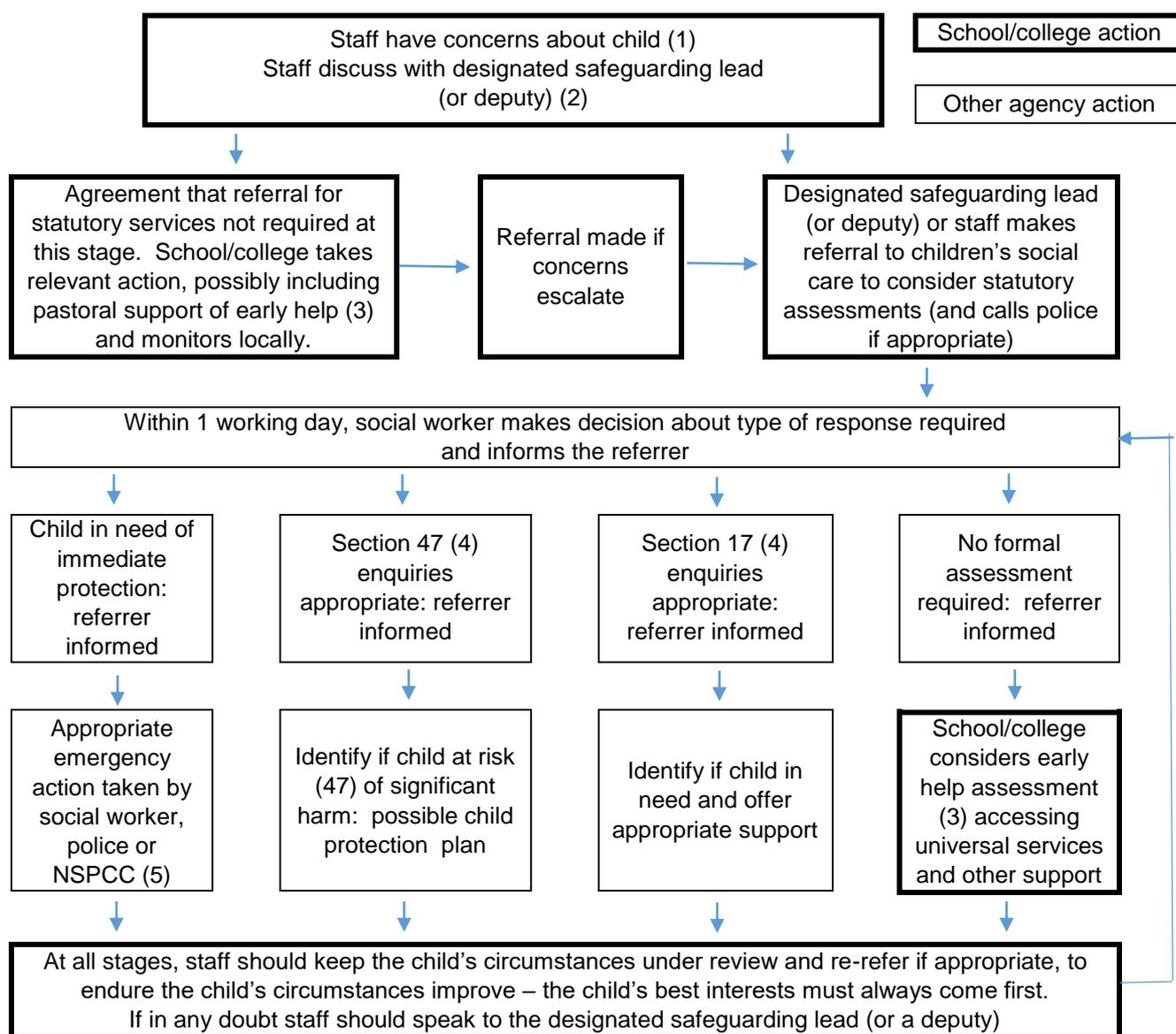
Staff may consider discussing any concerns with the school's designated safeguarding lead (or deputy) and make any referral via them. Full details can be found in Part four of this guidance.

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

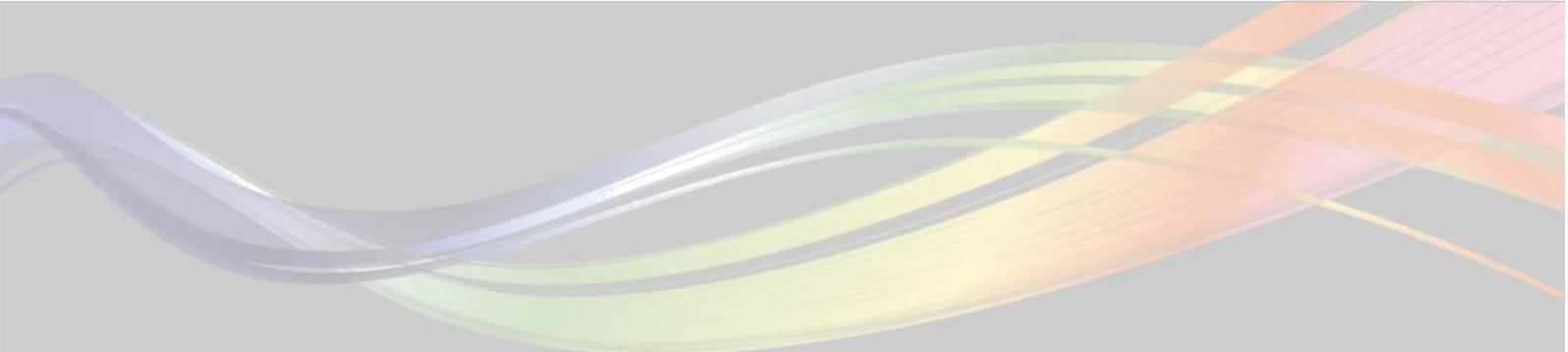
39. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
40. Appropriate whistleblowing procedures, which are suitably 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.
41. 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 as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. 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.uk⁹

⁹ 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

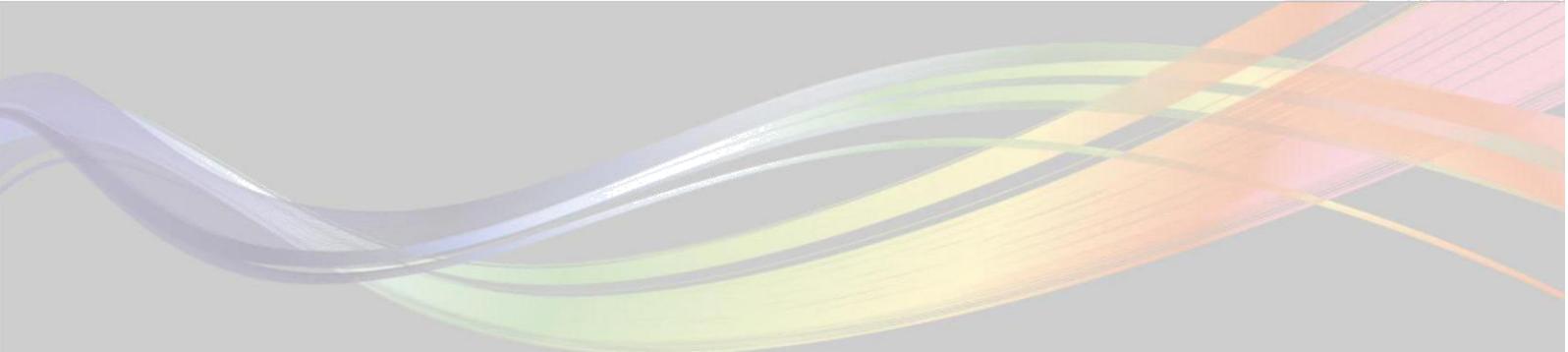


1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
3. Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on the early help process
4. 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 section 17 and section 47 assessment. Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on statutory assessments.
5. This could include applying for an Emergency Protection Order (EPO).



Types of abuse and neglect

42. 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.
43. 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.
44. **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.
45. **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.
46. **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 nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual



abuse of children by other children is a specific safeguarding issue in education (see paragraph 49).

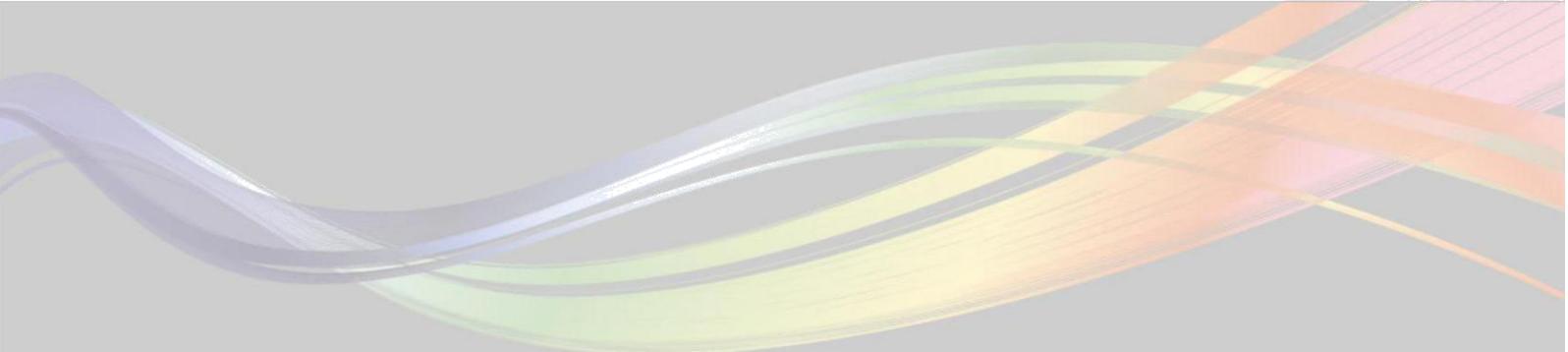
47. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

48. **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, deliberately missing education and sexting put children in danger.
49. **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), sexual violence, sexual harassment and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Additional information regarding peer on peer abuse is in Annex A.
50. 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:
- [abuse](#) (DfE advice for practitioners)
 - [bullying including cyberbullying](#) (DfE advice for head teachers, staff and governing bodies)
 - [criminal exploitation of children and vulnerable adults county lines](#) (Home office guidance) and Annex A
 - [children missing education](#) (DfE advice for schools) and Annex A
 - [child missing from home or care](#) (DfE statutory guidance)
 - [child sexual exploitation advice for practitioners](#) (DfE advice for practitioners) and Annex A

- [domestic abuse](#) (Home Office advice) and Annex A
- [drugs](#) (DfE and ACPO advice for schools)
- [fabricated or induced illness](#) (DfE, Department for Health and Home Office statutory guidance)
- [faith based abuse](#) (national action plan)
- [female genital mutilation](#) (multi agency statutory guidance) and Annex A
- [female genital mutilation](#) (Home Office advice)
- [forced marriage](#) (Foreign and Commonwealth Office and Home Office advice) and Annex A
- [gangs and youth violence](#) (Home Office advice)
- [gender based violence/violence against women and girls](#) (Home Office strategy)
- [gender-based violence/violence against women and girls](#) (Home Office information)
- [hate](#) (educate against hate website)
- [mental health](#) (DfE advice for schools)
- [missing children and adults](#) (Home Office strategy)
- [private fostering](#) (28 days or more- Children Act 1989- statutory guidance for local authorities)
- [preventing radicalisation](#) (Home Office Statutory Prevent guidance) and Annex A
- [protecting children from radicalisation](#) (DfE Prevent advice for schools)
- [relationship abuse](#) (disrespect nobody website)
- [sexual violence and sexual harassment between children in schools and colleges](#) (DfE advice for schools and colleges)
- [sexting](#) (UK Council for Child Internet Safety advice for schools and colleges)
- [trafficking and modern slavery](#) (DfE and Home Office guidance)

51. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college 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 make arrangements 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.

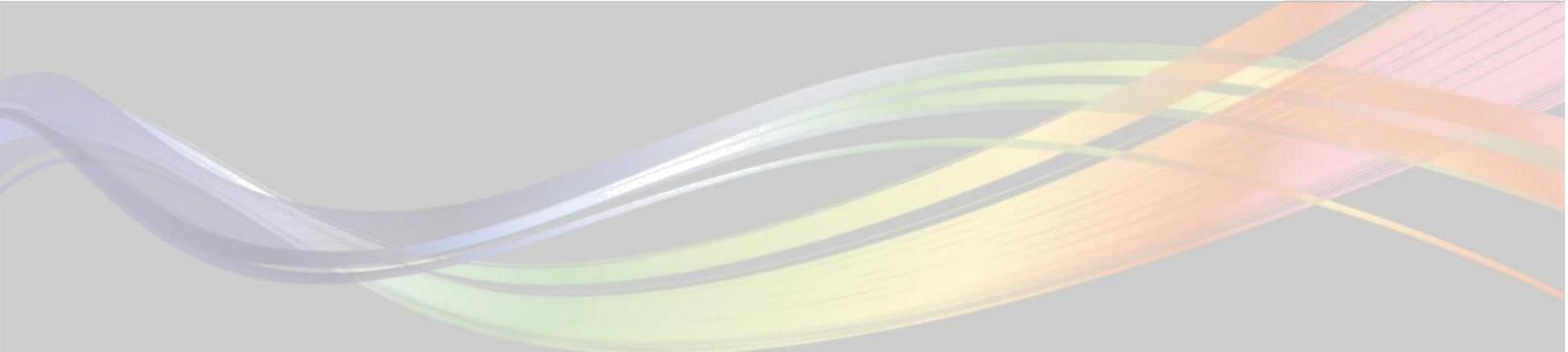
A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual or criminal 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 permission¹⁰ for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.¹¹

Where a parent notifies a school that a pupil will live at another address, all schools are required¹² 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.¹³

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 record¹⁴ in the admission register¹⁵:

- 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 required¹⁶ 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 grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, 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

¹⁰ 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.

¹¹ In default of such agreement, at intervals determined by the Secretary of State.

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

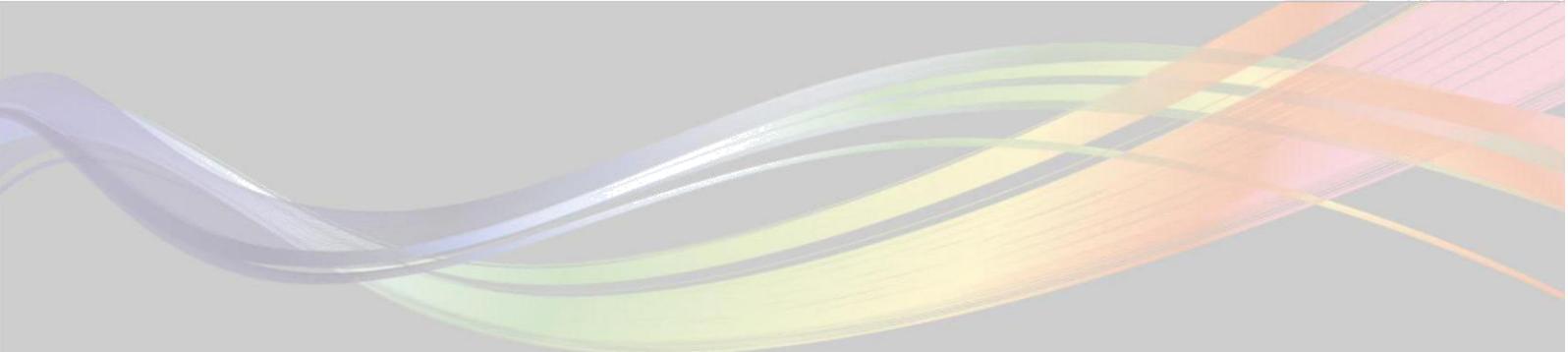
¹³ Where schools can reasonably obtain this information.

¹⁴ Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹⁵ Where schools can reasonably obtain this information.

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

⁹³ Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.



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 provide¹⁷ the local authority with:

- 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.

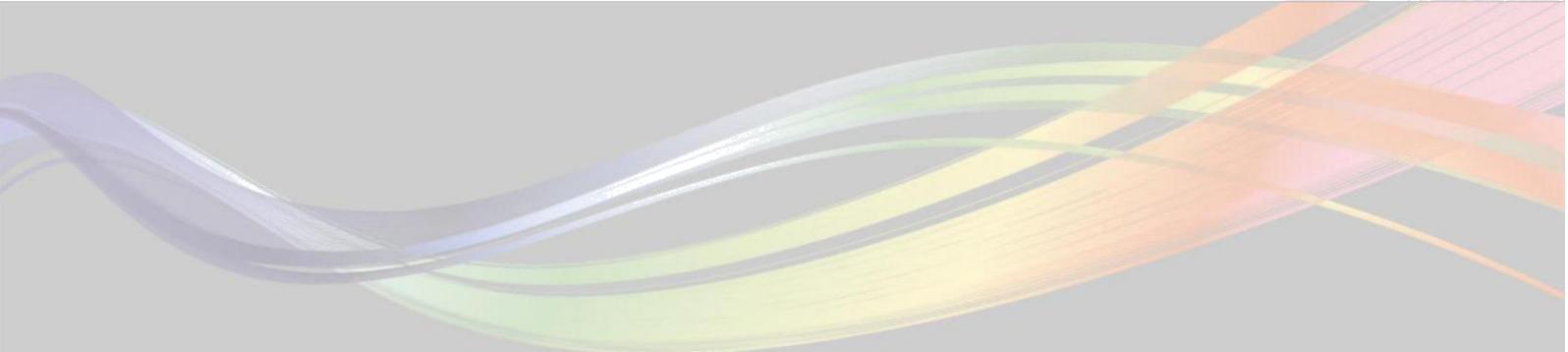
Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school 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 schools maintained by local authorities are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England, Wales, Scotland or Northern Ireland 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

¹⁷ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.



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.

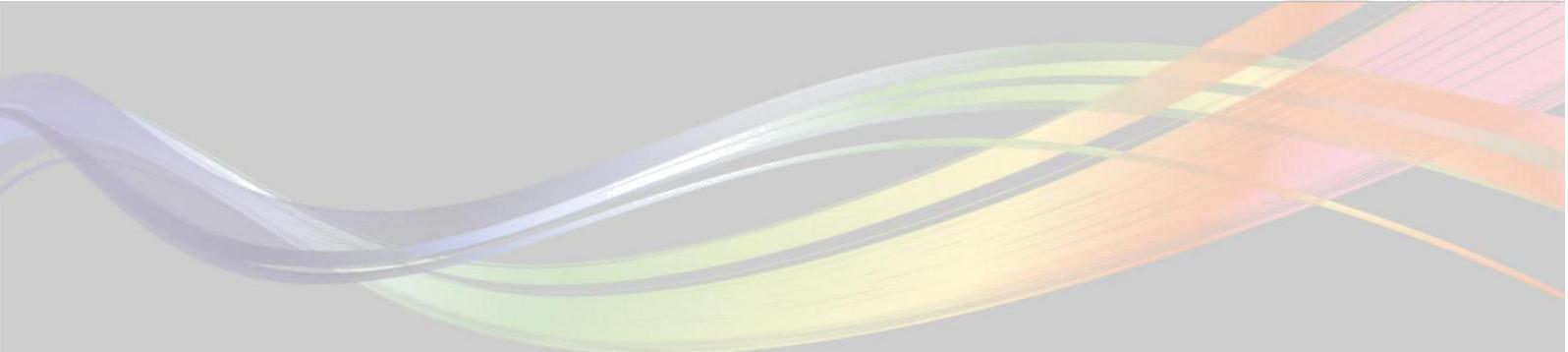
Further information on child sexual exploitation

Child sexual exploitation is a form of child 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 incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of 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 (or deputy). 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 a 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 multiagency 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**¹⁸ that requires a different approach (see following section).

FGM mandatory reporting duty

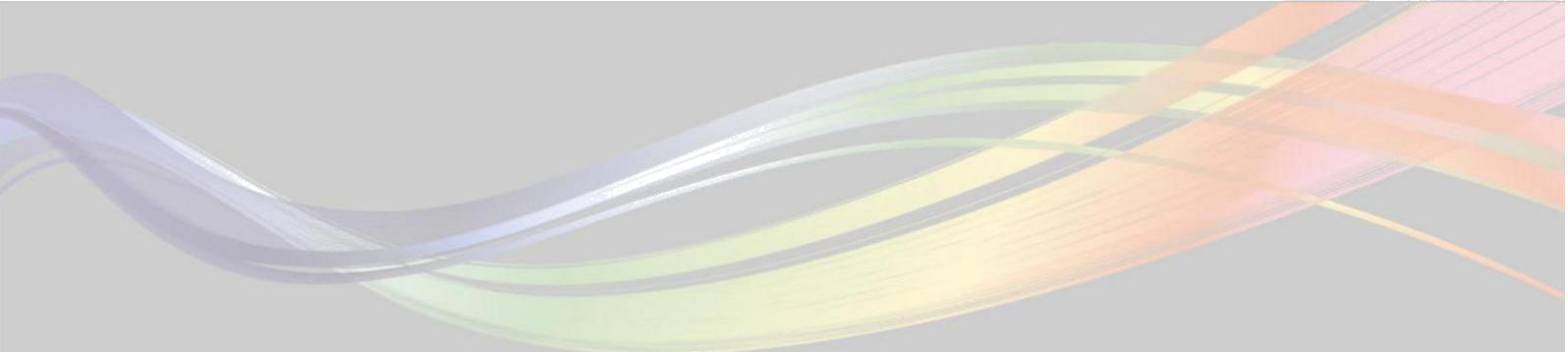
FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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.¹⁹ Unless the teacher has good reason not to,

¹⁸ 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).

¹⁹ 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.



they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) 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.

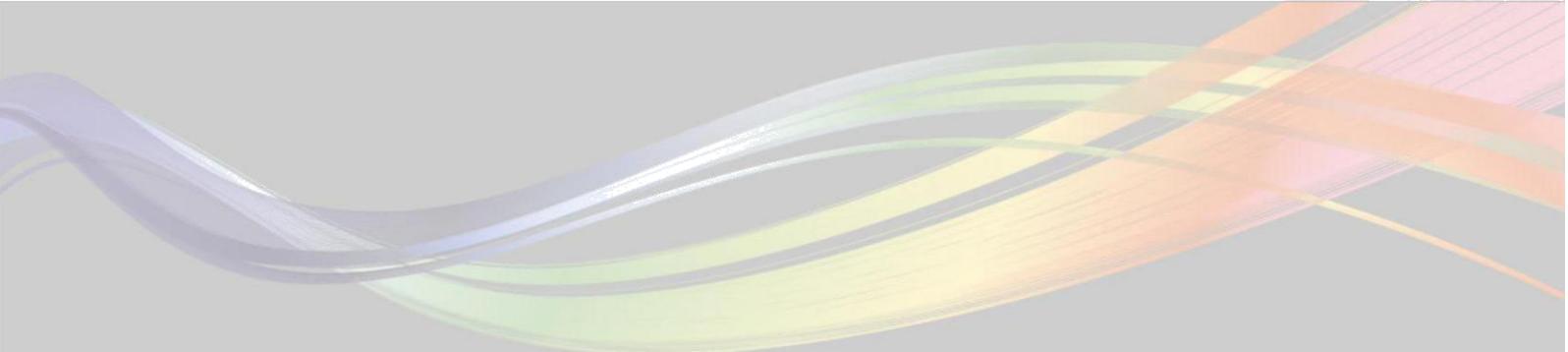
The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

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. 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 may 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 regard²⁰ to the need to prevent people from being drawn into terrorism”.²¹ 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.

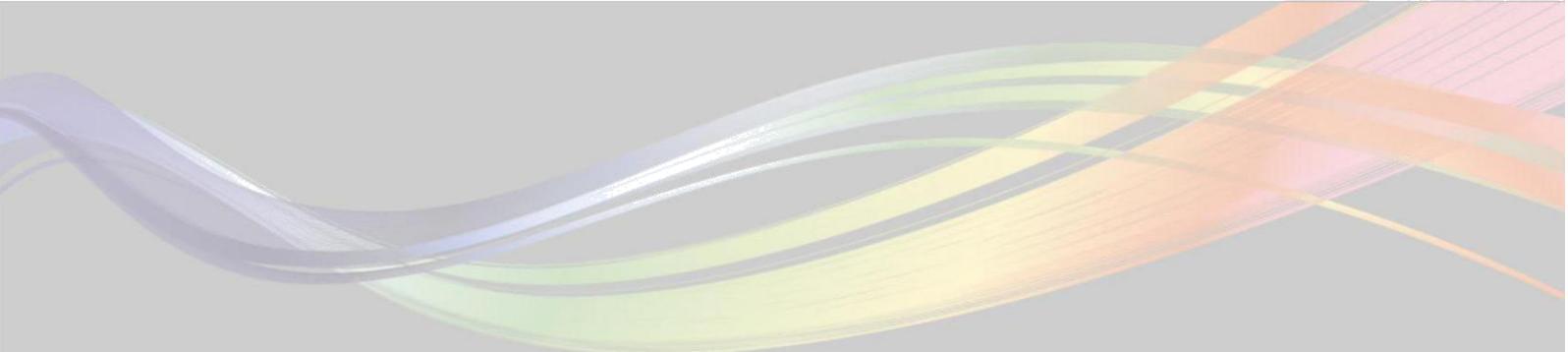
Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding 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

²⁰ 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.

²¹ “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).



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.

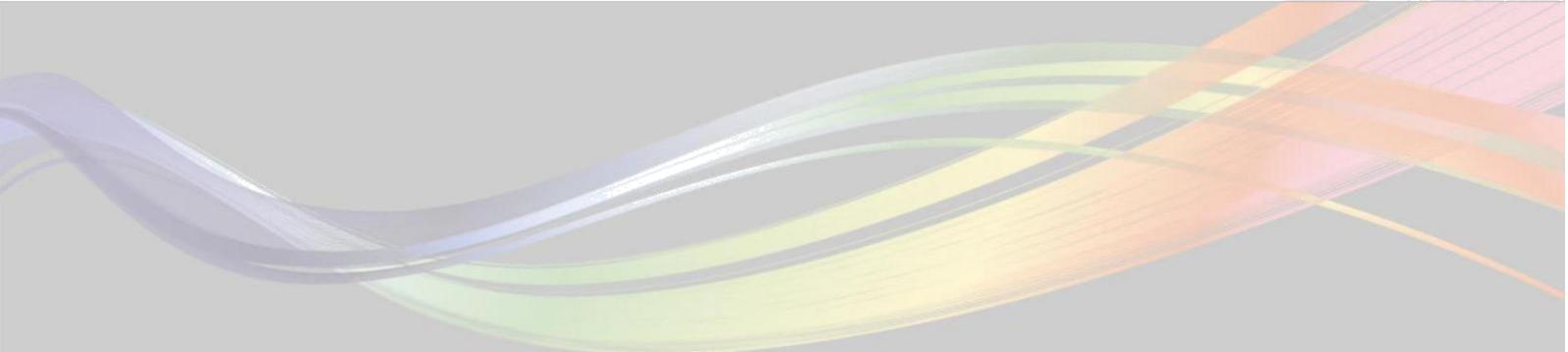
Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme.²² 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.²³

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

²³ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when cooperating with the panel and police under section 38 of the CTSA 2015.



Further information on peer on peer abuse

What is it?

Children can abuse other children. This is generally referred to as peer on peer abuse.

Peer on peer abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

The Department for Education has published detailed advice on sexual violence and sexual harassment between children in schools and colleges. It is available [here](#). Below is a summary of that advice.

Context

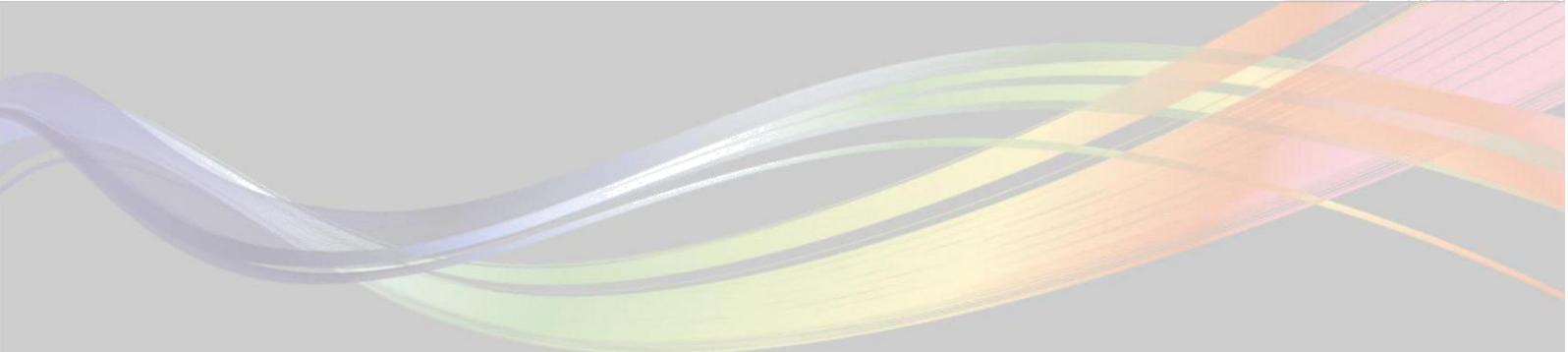
Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence²⁴ and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

²⁴ [Girlguiding's Girls' Attitudes Survey 2017](#) found 64% of girls aged 13-21 had experienced sexual violence or sexual harassment at school or college in the past year.

The Women and Equalities committee (WEC) found a number of large scale surveys find girls consistently reporting high levels of sexual harassment and sexual violence in school: [WEC report- paragraph 13](#).

- 
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
 - Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times²⁵ more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children (see paragraph 96 in Part 2 of this guidance).

What do we mean by sexual violence and sexual harassment between children?

The departmental advice, when referring to sexual violence refers to sexual offences as described under the Sexual Offences Act 2003.²⁶ This includes: rape, assault by penetration and sexual assault. The advice sets out that sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. It is likely to violate a child’s dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

Legal responsibilities and equality policies

Schools and colleges should be aware of their obligations under the Human Rights Act 1998 (HRA).

Schools and colleges are required to comply with relevant requirements as set out in the Equality Act 2010 (the Equality Act): [advice-for-schools](#) and [advice for further-and-highereducation](#).

The Equality and Human Rights Commission provides the following general guidance for schools that are subject to the [public-sector-equality-duty](#).

A whole school or college approach to safeguarding and child protection

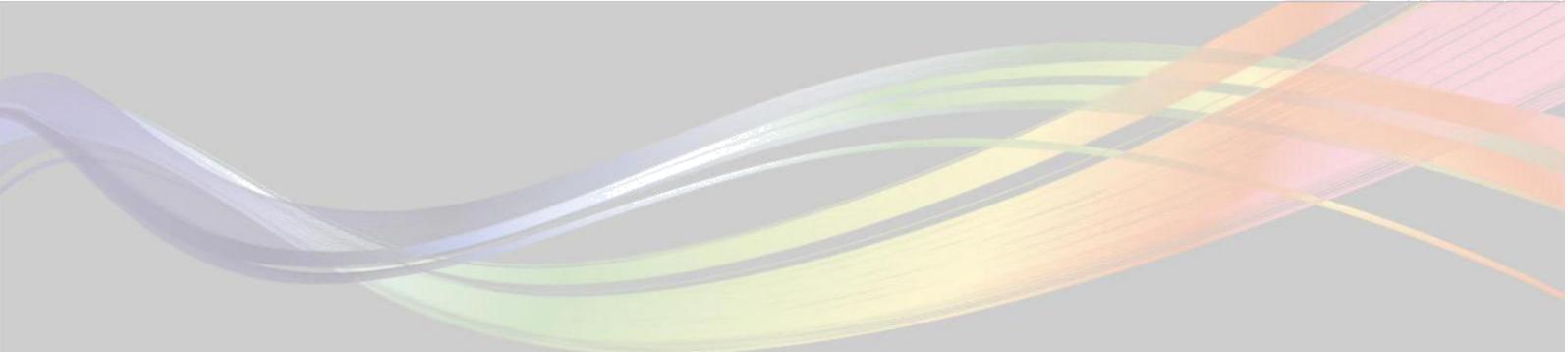
The best schools and colleges take a whole school approach to safeguarding and child protection. This means involving everyone in the school or college, including the governing body or proprietor, all the staff, all the children and their parents or carers.

Safeguarding and child protection should be a recurrent theme running through policies and procedures. The school’s or college’s approach to sexual violence and sexual harassment should reflect and be part of the broader approach to safeguarding.

Schools and colleges can play an important role in preventative education.

²⁵ Jones, L et al. (2012) Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. The Lancet July 2012.

²⁶ legislation.gov.uk



Responding to reports of sexual violence and sexual harassment

Introduction

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide schools and colleges the foundation for a calm, considered and appropriate response to any reports.

Support for schools and colleges

Effective safeguarding practice is for schools and colleges to be clear, in advance, as to what local processes are in place and what local support can be accessed when sexual violence or sexual harassment has occurred. It is important to prepare for this in advance of a reported incident and review this information on a regular basis to ensure it is up to date. As such:

- if required, the designated safeguarding lead (or a deputy) should discuss the local response to sexual violence and sexual harassment with police and children's social care colleagues in order to prepare the school or college's policies (especially the child protection policy) and responses; and
- the designated safeguarding lead (and their deputies) should be confident as to what local specialist support is available to support all children involved (including the victims and perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.

Detailed information on support for schools and colleges is included in the departmental advice.

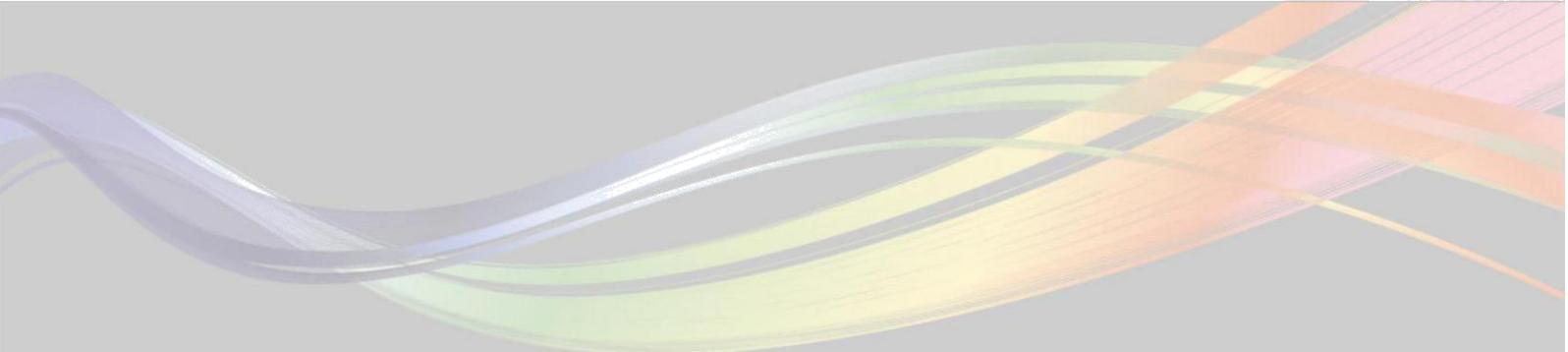
Managing the disclosure

The school or college's initial response to a disclosure from a child is important. It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately.²⁷ Information is at: [CPS: children as victims and witnesses](#).

²⁷ It is not the role of schools and colleges to provide legal advice or support to victims, alleged perpetrators or parents in respect of a criminal justice process. Rather, schools and colleges should be aware of their own position and responsibilities.



In addition to the legal protections, as a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be in place for the children involved.

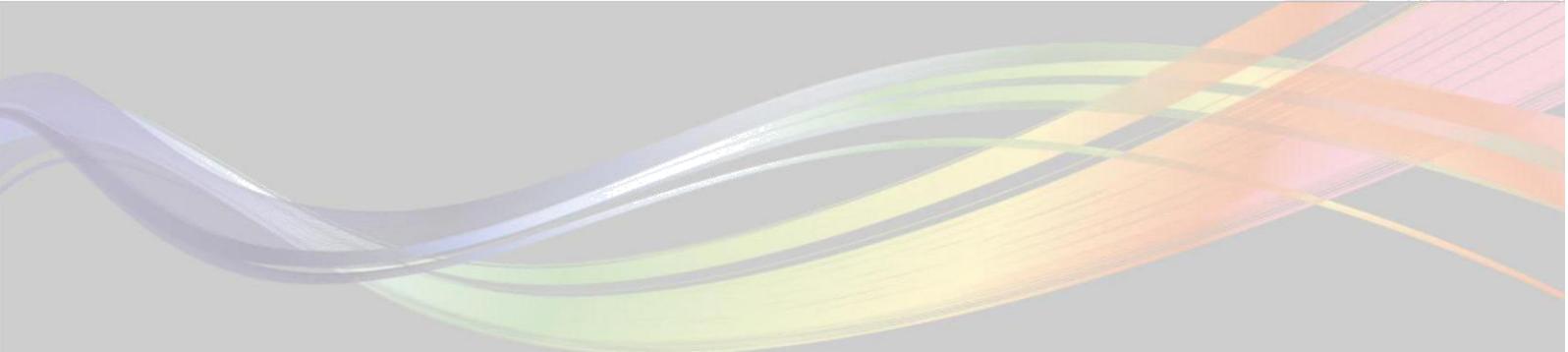
Action following a report: What to consider

Schools and colleges should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to decide on the school or college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- the nature of the alleged incident(s), including: might a crime have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children (e.g. is the alleged perpetrator significantly older);
- is the alleged incident a one off or a sustained pattern of abuse;
- are their ongoing risks; and
- other related issues and wider context. Where incidents and or behaviours are associated with factors outside the school or college and/or occur between children outside the school or college the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of children in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors and so, it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse. Supporting information regarding contextual safeguarding, and where schools and colleges fit into the wider environment, is available here: [Contextual safeguarding](#).

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim.



However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

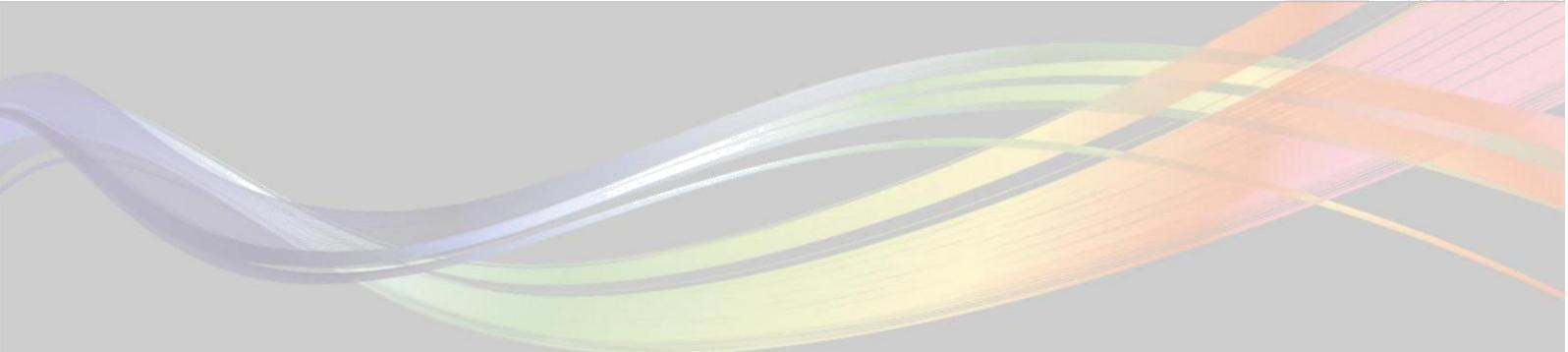
For other reports of sexual violence and sexual harassment the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

In all cases the initial report should be carefully evaluated, reflecting the considerations set out in the "Action following a report" section above. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that by the very nature of sexual violence and sexual harassment a power imbalance is likely to have been created between the victim and alleged perpetrator.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.



Ongoing Considerations: Victim and alleged perpetrator sharing classes

Page 75 considered the immediate response to a report. Once the designated safeguarding lead (or a deputy) have decided what the next steps will be in terms of progressing the report, they should consider again, the question of the victim and alleged perpetrator sharing classes and sharing space at school or college. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them. It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools and colleges should follow general safeguarding principles.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault the alleged perpetrator should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school or college where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator. Close liaison with the police is essential.

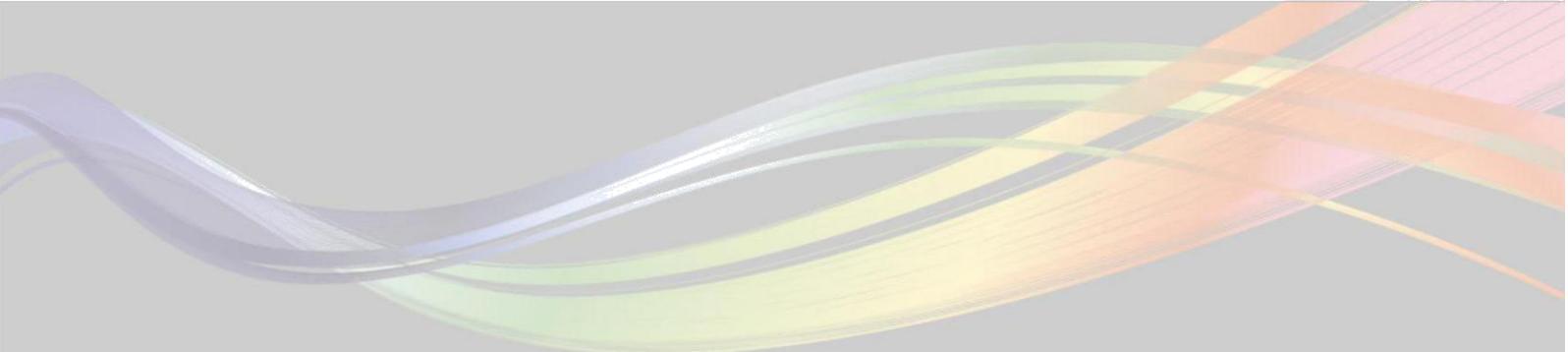
Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school or college should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.²⁸ Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, schools and colleges should record and be able to justify their decision making.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases rape, assault by penetration,

²⁸ Maintained schools, academies and pupil referral units should follow the statutory guidance [here](#). Independent schools and colleges should consider excluding as per their own policies.



sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases schools and colleges should record and be able to justify their decision making.

All the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

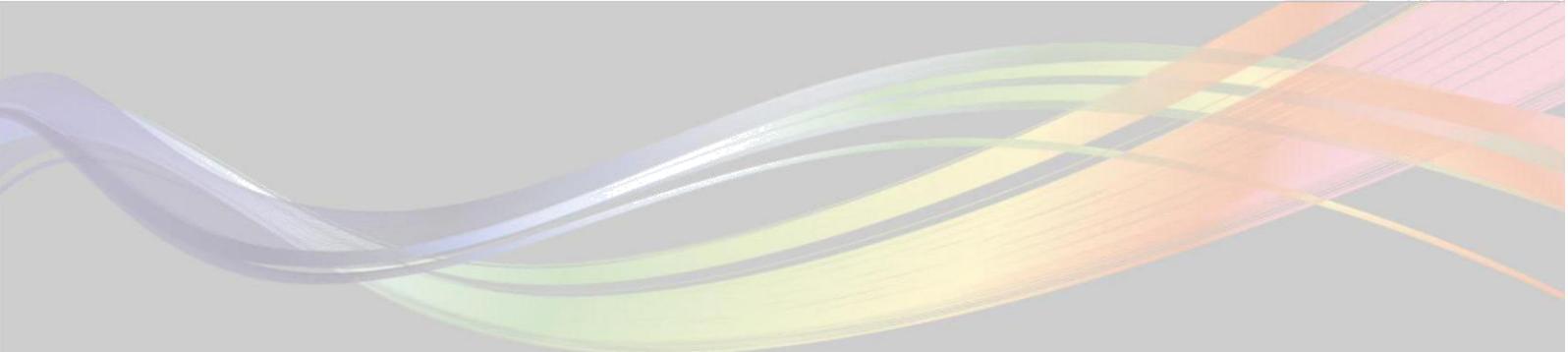
Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school or college will have a difficult balancing act to consider. On the one hand to safeguard the victim (and the wider student body) and on the other hand providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions.
- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist services and the police.

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

23 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.



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