

JASPER CITY SCHOOL

SAFEGUARDING & CHILD PROTECTION POLICY

Incorporating Prevent



School Statement

The welfare of learners at Jasper City School is of paramount importance. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as protecting children from maltreatment; preventing impairment of children's health and/or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The terms 'child' and 'children' includes everyone under the age of 18.

At Jasper City School, we will work hard to:

Establish and maintain an environment where children feel safe and secure, are encouraged to talk, and are listened to when they have a worry or concern.

Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk, and are listened to when they have concerns about the safety and wellbeing of a child.

Ensure that all children and learners can identify a trusted adult with whom they can communicate about any concerns and know that these adults will listen to them and take their concerns seriously.

Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.

Jasper City School is a Safeguarding School. All school staff and volunteers will receive safeguarding children's training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. We will invoke Child Protection Procedures where necessary.

Legislation and Governmental Guidance

This document has been created with reference to the following legislation and governmental guidance documents, which the school will act in accordance with:

- *Keeping Children Safe in Education' (DfE 2021),*
- *The Prevent Duty, Departmental advice for schools and childcare providers, July 2015, pursuant to the Counterterrorism and Security Act,*
- *Working Together to Safeguard Children 2018,*
- *The Children Act 2004,*
- *The Children Act 1989,*
- *Education Act 2002 (section 175),*
- *The Education (Pupil Information) (England) Regulations 2005,*
- *Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011).*

Working Together to Safeguard Children (HM Government 2018) requires all schools to establish and

follow procedures for protecting children from abuse. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse. These procedures should also cover circumstances in which a member of staff is accused or suspected of abuse.

Keeping Children Safe in Education (DfE 2021) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established in any guidance issued by the Secretary of State.
- All staff that work directly with children must read Part 1 and Annex B "Further Information", of Keeping Children Safe in Education. Those staff not working directly with children must read either Part 1 or Annex A. The school will decide which one according to the role of the staff member. The school has systems in place to assist staff understand and discharge their role and responsibilities".
- Staff have a responsibility to provide a safe environment in which children can learn.
- All staff should be prepared to identify children who may benefit from early help.
- Any staff member who has any concerns about a child's welfare should follow the processes set out in KCSIE 2021 paragraphs 55-70. Staff should expect to support social workers and other agencies following any referral.
- The school should have a Designated Safeguarding Lead who will provide support to staff to carry out their safeguarding duties and will liaise closely with other services such as children's social care.
- The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Staff with a designated responsibility for child protection should receive appropriate training including Prevent awareness training to help the school meet its obligations to prevent children at the school from radicalisation and extremism. Every member of staff is reminded to contact the local police force using the 101 non-emergency number and a DfE dedicated telephone helpline/mailbox offering non-emergency advice for staff and governors on 020 7340 7264 and counter-extremism@education.gsi.gov

This policy is written in line with our:

- Appointment of Staff and Safer Recruitment Policy
- Preventing Extremism and Radicalisation Policy
- Whistleblowing Policy
- Online (E-Safety) Policy
- Data Protection Policy
- Behaviour Policy
- Anti-bullying Policy
- Child Missing Education Policy
- Staff Behaviour Policy (Code of Conduct)
- Sharing nudes and semi-nudes (Sexting) Policy

These policies are all available on request from the school office.

Jasper City School is a Safeguarding School. We will invoke Child Protection Procedures where necessary.

The Designated Safeguarding Lead

Our Designated Safeguarding Lead is Michelle Kintu. Her role is to provide support and direction to staff members to carry out their safeguarding duties and to liaise closely with other services such as children's social care, the Designated Officer (DO), the DBS and the police when managing referrals. As well as working closely with the Head Teacher and Senior Leadership Team.

Our Deputy Designated Safeguarding Lead is Diane Salmon. His role is to provide support to the Lead and be available if the Lead is unavailable.

Our Chair of Directors is Antony Salmon. His role in Safeguarding is to assist the Chair of Governors in dealing with allegations of abuse made against the Head Teacher.

Our Acting Chair of Governors is Antony Salmon. His role in Safeguarding is to take the lead in dealing with allegations of abuse made against the Head Teacher.

Our Safeguarding Governor is Antony Salmon. His role in Safeguarding is to take leadership responsibility for the school's safeguarding arrangements.

Our Head Teacher is Michelle Kintu. Her role in Safer Recruitment is to ensure that the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with the children.

Our Business Operations Assistant is Maureen Thomas-Young. The role in relation to Safeguarding is to support the DSL & Deputy DSL.

The Governing Body:

The Governors take seriously their responsibility to protect and safeguard the welfare of children and young people entrusted to the school's care. The Governors will ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils in accordance with section 10(2) of the Children Act 2004(a).

The Governors recognise the need to build constructive links with childcare agencies, and will adopt a multi-agency approach to the care provided for our students, making sure that as a school we are informed of the procedures and services offered by other agencies in the borough which support children, young people & families (for example school health care services, children's services, other social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Governors are committed to:

- Listening to, relating effectively and valuing children and young people whilst ensuring their protection within school activities.
- Ensuring safeguarding is taught 'as part of providing a broad and balanced curriculum'
- Employing the expertise of the staff when reviewing safeguarding policies and providing opportunities for staff to contribute to and shape safeguarding arrangements and the child protection policy.
- Encouraging and supporting parents / carers
- Ensuring that staff members are given support and training
- Having a system for dealing with concerns about possible abuse
- Maintaining good links with the statutory childcare authorities

Responsibilities of all Staff Members:

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Everyone who encounters children and their families has a role to play in safeguarding children. Anyone working in the school is particularly important as they are positioned to identify concerns early and provide help for children, to prevent concerns from escalating; they form part of the wider safeguarding system for children. For a description of this system, see *Working Together to Safeguard Children 2018*.

All staff members have a responsibility to provide a safe environment in which children can learn. They have a responsibility to identify children who may need extra help or who are suffering, vulnerable, or are likely to suffer, significant harm. Staff have a responsibility to review and monitor the list of these students on a regular basis. All staff members then have a responsibility to take appropriate action, working with other services as needed, including **Early Help**.

All staff should be prepared to identify children who may benefit from early help. 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.

All staff should be aware of their local early help process and understand their role in it.

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on 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 practitioner. 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.

Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

All staff must be particularly alert to the following indicators which might highlight the potential need for early help:

- The child is disabled or has certain health conditions and has specific additional needs; has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- The child has a mental health need.
- The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- The child is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- The child is showing early signs of abuse and/or neglect.
- The child is at risk of being radicalised or exploited.
- The child is a privately fostered child.
- The child is persistently absent from education, including persistent absences for part of the school day.

In addition to working with the Designated Safeguarding Lead staff, staff members should be aware that they might be asked to support social workers to take decisions about individual children.

All staff members should make themselves aware of the systems within the school that support safeguarding, which are explained in the staff induction. This includes the school's child protection policy; the staff code of conduct; and the designated safeguarding lead.

Staff members should be aware of the signs of abuse and neglect so that they can identify cases of children who may need help or protection. 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 children's social care.

Staff members should be aware of any signs of extremist views of any kind in our school, whether from internal sources –students, staff or governors, or external sources - school community, external agencies, or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

Staff members 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 interests of the child.

A child going missing from an education setting is a potential indicator of abuse or neglect. Staff members should follow the school's procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. More information can be found in this policy about children who run away or go missing from home or care.

If staff members have concerns about a child this should be raised with the school's Designated Safeguarding Lead, **immediately**. This also includes situations of abuse that may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care, although any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) an inter-agency assessment will be conducted. These assessments, undertaken by a lead professional (a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor), will identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

A concern is when you are troubled about a child's welfare and you have reasonable cause to suspect a child is suffering, or likely to suffer, significant harm. It involves the child's safety and well-being.

If, at any point, there is a risk of immediate serious harm to a child, the DSL should be informed immediately, who will make a referral to children's social care instantly. However, anybody can make a referral in a serious situation, but please inform the DSL if you do so. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess

concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

More information on Early Help is set out in Part one of KCSIE with full details of the early help process in Chapter one of Working Together to Safeguard Children.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead (or Deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding.

Assessments of children should consider the wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. As much contextual information as possible should be provided as part of the referral process. More information can be found at <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Safer working practices

The school has regard to the *Guidance for Safer Working Practices 2015* underpinning principles as follows:

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from the Head Teacher if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief, and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action, and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teacher Regulation Authority (TRA).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their local authority safeguarding procedures - Newham MASH.

Staff should make themselves familiar with the following school documents and policies:

- Staff Handbook
- Anti-Harassment and Bullying Policy
- Appointment of Staff Policy, incorporating Equality in Employment Policy
- Staff Behaviour Policy (Code of Conduct)
- Grievance Procedure

- Management of Staff Absence Policy
- Staff Appraisal and Capability Policy
- Staff Discipline Policy
- Whistleblowing Policy
- Data Protection Policy
- Fire Safety Policy
- First Aid Policy
- Food Hygiene Policy
- Health and Safety Policy
- Intimate Care and Toileting Policy
- Risk Assessment Policy
- Anti-bullying Policy
- Behaviour Policy
- Complaints Procedure
- Confidentiality Policy
- Equality Policy
- Exclusions Policy
- Late and Uncollected Children Policy
- Looked After Children
- Child Missing Education Policy
- Misuse of Substances and Drugs Policy
- Physical Interventions Policy
- School Trips and Educational Visits Policy
- SEND Policy
- Sex and Relationship Policy
- Online (e-Safety) Policy

Key training areas:

Timescale for training

Induction Training (mandatory)	Prior to starting at the school
Child Protection Awareness training for whole staff including Safeguarding (statutory)	Every two years with refresher training every other year
Designated Safeguarding Lead Training (statutory)	Every two years with refresher training every other year
Safer Recruitment Training (statutory)	Every two years
Training about preventing terrorism (statutory)	Annually
Training for School Governors (non-statutory)	Annually
Female Genital Mutilation	Every two years
Child Sexual Exploitation	Every two years
E-Safety	Annually
Mental Health Awareness Training for whole staff	TBC

Important contact details:

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.

Safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or to the Head Teacher. Safeguarding concerns about independent school proprietors should go straight to the local authority Designated Officer - the DO.

To contact the following staff members please call the school office in the first instance:

Michelle Kintu – 07957 163 043 - the Designated Safeguarding Lead Person for Child Protection
Diane Salmon – The Deputy Designated Safeguarding Lead Person for Child Protection
Antony Salmon – The Chair of Director & Safeguarding Governor
Michelle Kintu – 07957 163 043 -The Head Teacher and Safer Recruitment Officer

All staff members may raise concerns directly with Children's Social Care services.

Timescales

An Initial Assessment should be initiated by the DSL or Deputy DSL within 24 hours of receipt of a referral and completed in a maximum of 10 working days. However, this may depend on the case and the other agencies involved.

An initial assessment is deemed to be completed once the assessment has been discussed with the child and family (or caregivers) and the DSL or Deputy DSL has viewed and authorised the assessment.

The initial assessment period may be very brief if the criteria for initiating Local Authority involvement are met, i.e., it is suspected that the child is suffering, or is likely to suffer significant harm and a strategy discussion should take place.

Any extension to timescale should be authorised by the DSL or Deputy DSL, with reasons recorded and any delay must be consistent with the welfare of the child.

See Appendix 4 Referral Flowchart

The school will work with the local authority Designated Officer (DO) as deemed appropriate. The DO provide advice and guidance to employers and voluntary organisations that have concerns about a person working or volunteering with children and young people who may have behaved inappropriately or you have received information that may constitute an allegation.

For further advice or support contact:

- The NSPCC Helpline: 0808 800 5000
- The NSPCC whistle-blowing helpline: 0800 028 0285
- The Police: 101 to report crime and other concerns that do not require an emergency response; 999 when there is danger to life or when violence is being used or threatened

Newham Safeguarding Children's Partnership

Designated Lead for the LA (DO): Nick Pratt

Newham Dockside

1st Floor East Wing, 1000 Dockside Road

London E16 2QU

Tel: 020 3373 3803

Email: nick.pratt@newham.gov.uk

Newham Children's Triage Team

1000 Dockside Road

London E16 2QU

Tel: 020 3373 4600

Triage Website: <https://www.newham.gov.uk/Pages/Services/Child-protection.aspx>

DBS Customer Services

Tel: 0870 909 0811

Minicom: 0870 909 0344

Email: customerservices@dbs.gsl.gov.uk
Referral helpline: 01325 953 795

Child Missing in Education (CME): Thelma St. Rose-Johnson
Email: thelma.StRoseJohnson@newham.gov.uk

Prevent Education Officer (Enforcement and Safety Division): Amy Strode
Tel: 0203 373 8369
Email: Amy.Strode@newham.gov.uk

Community Resilience Manager (Prevent): Ghaffar Hussain
Tel: 0203 373 2634
Email: Ghaffar.Hussain@newham.gov.uk

Newham Safeguarding in Education: Cathryn Adams
Email: Cathryn.Adams@newham.gov.uk

For further advice or help contact:

- Newham Children's Triage Team: 0203 373 4600
- The NSPCC 0808 800 5000
- The NSPCC whistle-blowing helpline: 0800 028 0285

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

- **The Police:** 101 to report crime and other concerns that do not require an emergency response; 999 when there is danger to life or when violence is being used or threatened

- **FGM support and guidance**

Manor Gardens – health and community services
Advice and guidance, Training, and workshops
Tel: 0207 272 4231

Email: alima.dimonekene@newham.gov.uk

Email: rita.buhanda@newham.gov.uk

FGM resource pack – resource pack and leaflets to use in different languages.

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>

- Child Exploitation and Online Protection (CEOP)
<https://www.ceop.police.uk/safety-centre/>

- The Forced Marriage Unit (FMU)
Tel: 020 7008 0151
Email: fmu@fco.gov.uk.

Multi-agency levels of need and response framework

THE ROLE OF NEWHAM CHILDREN'S TRIAGE SERVICE

The purpose and functions of Children's Triage

The Children's Triage Service will be the single point of contact for requests for support or protection for vulnerable children and young people in the borough. It has been established to make it as easy as possible for residents and practitioners to access early intervention and intensive services, including child protection.

The key functions of the service are:

- to check the information held about the child or family across the children's services network

- to make an initial decision about which part of the system is best placed to respond
- to create a record of the request and the decision made
- to pass the information on to the correct service within agreed timeframes.

The Triage Process

Online requests for support or protection for Newham children will be sent automatically to the Children's Triage Service which will include representatives from Children Social Care, Early Intervention, Community Health, Youth Offending, and the Police. Each member of triage will check what information they currently hold about the child and family to enable a collective, informed decision about which service is best placed to respond.

The Children's Triage Service will make a decision about which service is best placed to respond and pass requests on accordingly within 24 hours where a child appears to be in need of protection or 48 hours for all other cases. Requesters will be notified automatically by email once this has happened.

The decision made will be:

Level 1 - Universal services

Level 2(a) - Early Intervention Team

Level 2(b) - Safeguarding Assessment Team

Level 3 - Safeguarding Assessment Team

In respect of Early Intervention Teams, cases will be allocated based on either the locality of the school which the child attends or, if the child is not at a school in Newham, then the locality in which the child lives. If siblings go to different schools in different localities, then the decision will be made based on the locality of the child with the most significant needs and/or the eldest child in the family.

Police MERLINS

Police MERLINS are created when a child comes to the notice of the police and there are concerns about that child's vulnerability. These MERLINS will be passed to the Children's Triage Service and dealt with in exactly the same way as an online request for support and protection. In other boroughs, the triage service is being referred to as a MASH - Multi-Agency Safeguarding Hub. London Councils, the Metropolitan Police and NHS London are committed to rolling out MASH across London.

Hours of operation

The Children's Triage Service will be operational from 9am to 5pm Monday to Friday. If you need to make an emergency request for protection outside of these hours, please call 020 8552 9587.

CHILD PROTECTION POLICY

The Governors recognise that many children and young people today are the victims of neglect, physical abuse, sexual abuse, and emotional abuse, including extremism and radicalisation. Accordingly, the Governors have adopted the policy contained in this document, (hereafter “the policy”). This policy sets out agreed guidelines relating to the following areas:

- Definitions & Indicators of abuse
- The Prevent Duty
- Responding to allegations of abuse, including those made against teachers in the school.
- Appointing teachers/assistants
- Supervision of activities and practice issues
- Helping victims of abuse
- Working with offenders
- Safer Recruitment including the level of DBS checks that will be undertaken for directors, governors, and volunteers

SIGNIFICANT HARM

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Decisions about significant harm should be informed by a careful assessment of the child’s circumstances and discussion between statutory agencies and with the child and family.

INDICATORS OF ABUSE

The following definitions of child abuse are taken from the document *‘Keeping Children Safe in Education’ (2021)*:

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

PHYSICAL ABUSE

Physical abuse 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.

Indicators in the child:

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital, and rectal areas
- Variation in colour possibly indicating injuries caused at different times

- The outline of an object used e.g., belt marks, handprints, or a hairbrush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms, or leg
- Petechial haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury, or a direct injury such as a kick. Page 13 of 25

Skull fractures are uncommon in ordinary falls, i.e., from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, because of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language, or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self-esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g., circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out but and there will be splash marks

Scars

Many scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- History of childhood abuse, self-harm, somatoform disorder, or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures, and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much-needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment

- Marginalised or isolated by the community

- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness, or multiple surgery in parents and/or siblings of the family
- History of childhood abuse, self-harm, somatoform disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, though it may occur alone.

Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment - 'don't care' attitude
- Social isolation - does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g., aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g., overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g., prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness, or multiple surgery in parents and/or siblings of the family
- History of childhood abuse, self-harm, somatoform disorder, or false allegations of physical or sexual assault or a culture of physical chastisement.

SEXUAL ABUSE

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 the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a specific safeguarding issue in education (also known as peer-on-peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it, (see paragraph 49 KCSIE).

Sexual abuse also includes Child Sexual Exploitation (CSE). This involves exploitative situations, contexts, and relationships where young people receive something because of engaging in sexual activity. CSE can take many forms ranging from the seemingly 'consensual' relationship to serious organised crime by gangs and groups. What marks out CSE is an imbalance of power in the relationship. The perpetrator always holds power in the relationship.

Some people who are being sexually exploited do not exhibit any external signs of abuse.

Indicators in the child

Physical presentation

- Urinary infections, bleeding, or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding

- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia, or clothing

Emotional/behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation, and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention/concentration (world of their own)
- Sudden changes in schoolwork habits, become truant
- Withdrawal, isolation, or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g., thumb sucking
- Draws sexually explicit pictures
- Depression

Indicators in the parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the family/environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness, or multiple surgery in parents and/or siblings of the family
- History of childhood abuse, self-harm, somatoform disorder, or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

NEGLECT

Neglect is 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 caregivers); or
- ensure access to appropriate medical care or treatment.

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

Indicators in the child

Physical presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions e.g., severe nappy rash, eczema, or persistent head lice/scabies/diarrhoea
- Unmanaged/untreated health/medical conditions including poor dental health
- Frequent accidents or injuries

Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

Emotional/behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child, e.g., anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs, e.g., adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs, e.g., poor dental health; failure to attend or keep appointments with health visitor, GP, or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

- History of neglect in the family

- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness, or multiple surgery in parents and/or siblings of the family
- Family has a history of childhood abuse, self-harm, somatoform disorder, or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g., unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

SPECIFIC SAFEGUARDING ISSUES

The Prevent Duty

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

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

Channel

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

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

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

For additional support see page 34 KCSIE 2021

Schools and EYFS providers have a critical part to play. In England, the Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. To protect children in our care, we must be alert to any safeguarding and child protection issues in the child’s life at home or elsewhere.

As a school and EYFS provider, we are expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism.
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements consider the policies and procedures of the local authority, the police, and the health service.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet

The school holds a separate Preventing Extremism and Radicalisation Policy with regard to this.

The full Government Prevent Strategy can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The full Government Prevent Duty (2015) can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The Role of the Curriculum (*Taken from the Preventing Extremism and Radicalisation Policy*)

We will work to ensure that our pupils will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore, we recognise the need to build resilience in our pupils to make them less vulnerable.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils, Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our school where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares them for an adult life living and working in Britain which is diverse and changing.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families, and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist material or influences, we will ensure that the pupil is offered mentoring.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from

other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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

Mental Health

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

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

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

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

See KCSIE 2021, paragraph 44 for advice and guidance on Mental Health and Behaviour in Schools, and links to other resources.

Learners with SEN and Disabilities

Learners with SEN and disabilities have the following safeguarding vulnerabilities:

- Disabled children are at significantly greater risk of physical, sexual, and emotional abuse and neglect than non-disabled children
- Disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.

- Disabled children are more likely to be abused by someone in their family compared to non-disabled children. Most disabled children are abused by someone who is known to them.
- Bullying is a feature in the lives of many disabled children
- Disabled children are more likely to experience the negative aspects of social networking sites than non-disabled children
- Disabled children (and severely disabled children even more so) may disclose less frequently and delay disclosure more often compared to typically developing children. Disabled children are most likely to turn to a trusted adult they know well for help such as family, friend, or teacher

Disabled children are at greater risk of abuse and significant barriers can exist to their safeguarding and wellbeing. Understanding a child's needs, building on their strengths, overcoming the barriers, and developing innovative solutions for meeting the challenges will not only enhance the child's wellbeing and protection from abuse but will provide learning that may also be of benefit for non-disabled children. Disabled children have an equal right to protection from abuse.

Children Missing from Education - Policy on Responsibilities and Actions to be taken if the Whereabouts of a Child Is Unknown

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

The school has a Child Missing from Education policy, written in accordance with the *Children Missing Education Statutory Guidance for Local Authorities – September 2016*, which we will follow.

The school has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

In the case of a child being withdrawn from the school and their whereabouts being unknown, the school will endeavour in the first place to make contact with the parents or guardians.

If no communication is received within a week, the school will contact the LEA to enquire whether they have any information regarding the child. If the LEA do not have any facts about the whereabouts of the child, we will consult with the LEA about the next step which may involve handing the case over to the local Children's Services.

If this is the case, a note will be made in the Admissions Register stating that the child's whereabouts is unknown and that they have been referred to the LEA. This will be updated if any relevant information is received.

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

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

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

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

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

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

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

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

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

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

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

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

The school holds the following document on file if ever the need arises for such information: "Child Sexual Exploitation Definition and Guide Feb 2017" and KCSIE 2021 (Annex B)

County Lines

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

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

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

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

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Allegations involving Pupils - Peer-on-Peer Abuse (child on child)

The School's policies on behaviour, bullying, discipline, and sanctions should be read in conjunction with this policy and will also apply to this situation. Allegations of abuse by one or more pupils against another pupil are taken very seriously.

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in the school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse, they should speak to the designated safeguarding lead (or deputy).

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

It is more likely that girls will be victims and boys' perpetrators, but peer-on-peer abuse is unacceptable and will be taken seriously whoever is the victim and the perpetrator.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head teacher and the DSL. The Head teacher and DSL will on all such occasions consult with Redbridge's MASH and the Chair of Governors.

The school will not normally send the alleged victim home pending an investigation unless this advice is given in consultation with Redbridge's MASH.

Suspension of a pupil against whom an allegation has been made needs careful consideration and the Head teacher will seek advice from Redbridge's MASH before deciding on the course of action to be taken.

Peer-on-peer abuse:

- features physical, emotional, sexual, and financial abuse of young people by their peers,
- can impact any young person, although the characteristics/experiences of some can be exploited by their peers, or missed by services, making them more vulnerable to abuse than others
- is influenced by the nature of the environments in which young people spend their time – home, school, peer group and community – and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc., can all be used to exert power over a peer.
- hinges upon young people's experiences of power, and ultimately the notion of consent
- concepts of abuse are built upon notions of 'power' and therefore 'consent', not to be confused with the age of consent to sexual activity:
 - young people over the age of consent (16- and 17-year-olds) can be abused by their peers
- Many young people who abuse their peers are themselves below the age of consent
- can affect any child/young person. Sometimes vulnerable children are targeted. For example:
 - Those living with domestic abuse or intra-familial abuse in their histories
 - Young people in care
 - Those who have experienced bereavement through the loss of a parent, sibling, or friend
 - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
 - Those with SEND
- Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"
- both girls and boys experience peer on peer abuse however they are likely to experience it differently i.e., girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) violence
- involves someone who abuses a 'vulnerability' or power imbalance to harm another and have the opportunity or be in an environment where this is possible.
- While perpetrators of peer-on-peer abuse pose a risk to others they are often victims of abuse themselves.

Above information is based on information in [Practitioner Briefing: What is peer on peer abuse? MsUnderstood Partnership \(2015\)](#)

Peer on peer abuse is most likely to include, but may not be limited to:

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

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Jasper City School's Behaviour & Anti-bullying Policy, Online (E-Safety) Policy, Data Protection Policy, Attendance Policy and Relationships and Sex Education Policy provide effective school-based processes to deal with the wide continuum of children's behaviour on a day-to-day basis. Diligent implementation of these policies and other strategies will minimize the likelihood of peer-on-peer abuse happening. The school will also ensure the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum in PSHE, citizenship and other curriculum opportunities. This may include targeted work with children identified as vulnerable or at risk. We will also develop risk assessments and targeted work with those identified as being a potential risk to others.

Bullying should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation, if it is in the interests of a child who might otherwise be at risk, in the interests of the pupils at large or to allow the investigation to proceed more effectively.

Action on serious concerns:

The school will take this issue as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. The school will take this as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Peer-on-peer abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. In all cases the member of staff should discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

When an allegation is made by a student against another student, members of staff should consider if the issues raised indicate that the child and /or alleged perpetrator may have emerging needs, complex/serious needs, or child protection concerns.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) should be referred immediately to the DSL, who will refer to the local authority Designated Officer (DO) or the Police, straightaway. However, staff may refer directly to the local authority DO or police, but please inform the DSL if you do so.

All allegations should be discussed with the local authority Designated Officer (DO) on the day the allegation is made known to the school and advice sought from the DO.

Particular considerations for cases where peer on peer abuse is a factor include:

- What is the nature, extent, and context of the behaviour including verbal, physical, sexting and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e., coercion), and family and social circumstances?
- What are the relative chronological and developmental age of the two children and are there any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or

motivation?

- Are there any risks to the child and others i.e., other children in school, in the child's household, extended family, peer group, or wider social network?

The school will use resources on such issues to address these matters in PSHE.

Resources on peer-on-peer pressure can be found at:

<http://www.msunderstood.org.uk/assets/templates/msunderstood/style/documents/MSUPB01.pdf>

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- 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,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual Violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way, way and that it can happen both inside and outside of school. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/105 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. Staff should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if:

s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

For information on 'What is consent' see page 137 KCSIE 2021

Sexual Harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline, and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (the school will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual nudes and semi-nudes images and/or videos; As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - sharing of unwanted explicit content;
 - upskirting (is a criminal offence¹⁴¹);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

Robust guidance on this matter may be found in Keeping Children Safe in Education Part 5 and in the DfE guidance *Sexual Violence and Sexual Harassment between Children in Schools and Colleges*. This document covers:

- what sexual violence and harassment is
- schools' and colleges' legal responsibilities
- a whole school or college approach to safeguarding and child protection
- how to respond to reports of sexual violence and sexual harassment

Female Genital Mutilation

Female Genital Mutilation (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.

Staff with teaching responsibilities have **a specific legal duty to act** with regards to concerns about female genital mutilation (FGM) and must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL. However, all staff should also speak to the DSL where there are concerns.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice it. The following may be warning signs that a girl is at risk of FGM:

- The position of the family and the level of integration within UK society.
- Any girl born to a woman who has been subjected to FGM or who has a sister already subjected to FGM is at risk.
- Any girl withdrawn from PSHE may be at a risk.
- Any girl taken out of the country for a prolonged period.

There are several indicators that a girl has already been subjected to FGM:

- Difficulty walking or sitting. Whilst standing she may look more uncomfortable.
- Making more frequent trips and spending longer than normal in the toilet due to difficulty urinating.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school.
- A prolonged absence with noticeable behaviour changes on the girl's return.
- Reluctance to undergo a medical examination.
- Asking for help but not being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between the legs.

The school will access the following documents if ever the need arises for such information, as referred to in Annex B of KCSIE 2021:

'Multi-Agency Statutory Guidance on Female Genital Mutilation' (CEE MOD) or
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

'FGM Resource Pack'

'FGM Fact Sheet' and

"FGM mandatory reporting duty for teachers' KCSIE 2021 page 131

The London Safeguarding Children Board's information on 'Safeguarding Children at Risk of Abuse through Female Genital Mutilation' will also be considered:

http://www.londoncp.co.uk/chapters/sg_ch_risk_fgm.html

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

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

Actions

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

requires a different approach (see section on FGM).

Some common triggers for HBA include:

- Refusing an arranged marriage or wanting to get out of an arranged or forced marriage
- Having a relationship outside the approved group, culture, or religion. Kissing or being intimate in a public place.
- Loss of virginity
- Pregnancy outside of marriage
- Spending time without the supervision of a family member
- Reporting domestic violence
- Wears inappropriate clothes, make-up or takes part in activities that might not be considered traditional within a culture.
- Being a victim of rape

'Honour-based abuse' is intended to 'protect or defend family honour' by preventing and punishing a person's violations of family or community 'norms'. A child who is at risk of honour-based abuse is at significant risk of physical harm (including being murdered) and/or neglect and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

According to the [Metropolitan Police Service](#), an honour-based crime might be committed against someone who:

- becomes involved with a boyfriend or girlfriend from a different culture or religion;
- wants to get out of an arranged marriage;
- wants to get out of a forced marriage;
- Wears clothes or takes part in activities that might not be considered traditional within a particular culture.

The perceived immoral behaviour which could precipitate a murder includes:

- Inappropriate make-up or dress;
- The existence of a boyfriend;
- Kissing or intimacy in a public place;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Inter-faith relationships.

Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.

Families may feel shame long after the incident that brought about dishonour occurred, and therefore the risk of harm to a child can persist. This means that the young person's new boy/girlfriend, baby (if pregnancy caused the family to feel 'shame'), associates or siblings may be at risk of harm.

Further information may be found in the following guidance:

- FGM - page 31 KCSIE 2021
- Forced marriage – page 32 KCSIE 2021
- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance
- Forced marriage - Forced Marriage Unit (FMU) statutory guidance
- FGM resource pack – HM Government guidance

Child abduction and community safety incidents

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

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

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

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the Court System

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

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

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

RECOGNISING AND RESPONDING TO ABUSE

The types of abuse and indicators above may or may not be indications that abuse has taken place, but the possibility should be considered.

What to do if you suspect that abuse may have occurred

You must report concerns as soon as possible to the DSL- Head Teacher, Mrs M. Kintu, who is nominated by the Governors to act on their behalf in referring allegations or suspicions of neglect or abuse to the statutory authorities. The DSL may also be required by conditions of the School Insurance Policy to immediately inform the Insurance Company. In the absence of the DSL, the matter should be brought to the attention of DDSL. In all instances telephone 07957 163 043 and ask to speak to the named person.

- We will always ensure that the procedures outlined in Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the local authority Designated Officer (DO) by telephone 0203 373803 or email nick.pratt@newham.gov.uk
- Should the suspicions in any way involve the DSL or Deputy DSL then the report should be made to the Safeguarding Governor who should contact the local authority Designated Officer (DO) within one working day.
- Staff should only involve those who need to be involved when a child tells them he/she is being neglected or abused. Suspicions will not be discussed with anyone other than those nominated above.
- Although members of the school are expected to use the procedure stated in step 1, it is, of course, the right of any individual as a citizen to make direct referrals to the child protection agencies or seek advice from a reputable safeguarding agency. Please inform the DSL immediately, if you do so. If, however, you feel that the DSL or Deputy DSL have not responded appropriately to your concerns, then it is open to you to contact the relevant organisation direct. We hope that by making this statement that we demonstrate the commitment of the school to effective child protection.

Allegations of physical abuse or neglect

If a child has a physical injury or symptom of neglect, the DSL will:

- Contact the local authority Designated Officer (DO) for advice in cases of deliberate injury or when concerned about the child's safety. The school in these circumstances should not inform the parents.
- Where emergency medical attention is necessary it will be sought immediately. The DSL will inform the doctor of any suspicions of abuse.
- In other circumstances speak with the parent/ carer and suggest that medical help/ attention be sought for the child. The doctor (or health visitor) will then initiate further action, if necessary.
- If appropriate, the parent/ carer will be encouraged to seek help from their DO.
- Where the parent/ carer is unwilling to seek help, if appropriate, the DSL will offer to go with them. If they still fail to act, the DSL should, in cases of real concern, contact Local Safeguarding Children Partnership for advice.

Allegations of sexual abuse

In the event of allegations or suspicions of sexual abuse, the DSL will:

- Contact the Police Child Protection Team directly. The DSL will NOT speak to the parent (or anyone else).

- If, for any reason, the DSL is unsure whether to follow the above, then advice from MASH or DO will be sought and followed.
- Under no circumstances will the DSL attempt to carry out any investigation into the allegation or suspicions of sexual abuse. The role of the DSL is to collect and clarify the precise details of the allegation or suspicion and to provide this information to the DO whose task it is to investigate the matter under Section 47 of the Children Act 1989.
- Whilst allegations or suspicions of sexual abuse will normally be reported to the DSL, the absence of the DSL or Deputy DSL should not delay referral to the DO.
- Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the DSL or Deputy DSL as to the appropriateness of a referral to the DO that person retains a responsibility as a member of the public to report serious matters to the DO, and should do so without hesitation
- The Governors will support the DSL or Deputy DSL in their role and accept that any information they may have in their possession will be shared in a strictly limited way on a need-to-know basis.

How to Respond to a Child Wanting to Talk About Abuse

If a child discloses that he or she has been abused in some way, it is not easy to give precise guidance, but the following may help:

General Points

- Listen to what is being said without displaying shock or disbelief – keep calm
- Show acceptance of what the child says
- Allow the child to talk freely
- Look at the child directly
- Be honest
- Re-assure the child, yet the child you will need to let someone else know – don't promise confidentiality or promise something that cannot be kept
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Stress that it was the right thing to tell
- Never push for information. Listen, only asking questions when necessary to clarify.
- If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen

Helpful things you may say or show

- "I believe you"
- Show acceptance of what the child says
- "Thank you for telling me"
- "It's not your fault"
- "I will help you"

Do not say

- "Why didn't you tell anyone before"
- "I can't believe it!"
- "Are you sure this is true?"
- "Why? How? When? Who? Where?"
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else"

Concluding

- Again, reassure the child what you are going to do next (if age appropriate) and that you will let them know what happens (the DSL might have to consider referring to the Children, Schools and Families department or the Police to prevent a child or young person returning home if the school considers them to be seriously at risk of further abuse)
- Report to the DSL or Deputy DSL or go directly to the Children, Schools and Families department / Police/ NSPCC
- Support: Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should consider their own feelings and seek pastoral support if needed, discuss this with the DSL.

What to Do Once A Child Has Talked to You About Abuse

The Procedure

Record keeping:

- Make notes as soon as possible (preferably within one hour of the child talking to you), writing down exactly what the child said and when she/he said it, what you said in reply and what was happening immediately beforehand (e.g., a description of the activity). Record dates, times, place of these events, and any noticeable non-verbal behaviour, and when you made the record. Keep all handwritten notes, even if subsequently typed. Such records should be kept safely for an indefinite period. Use the form "Responding to abuse – worker's action sheet". Draw a diagram to indicate the position of any injuries.
- Report your discussion as soon as possible to the DSL and give records to him/her. No copies should be retained by the member of staff or volunteer. If the latter is implicated report to the Deputy DSL. If all are implicated, report to the Safeguarding Governor who should contact the DO. The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Confidentiality:

- You should not discuss your suspicions or allegations with anyone other than those nominated in this policy.
- All staff, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families during their work should share that information only within appropriate professional contexts.
- Once a child has talked about abuse the worker/DSL will undertake appropriate discussion with parents prior to the involvement of other agencies, unless to do so would place the child at further risk of harm.
- Ensure parents understand the responsibilities placed on the school and staff for safeguarding children.
- The worker/ DSL should consider whether it is safe for a child to return home to a potentially abusive situation. On rare occasions, it might be necessary to take immediate action to contact Children, Schools and Families and/ or Police to discuss putting into effect safety measures for the child so that they do not return home.

Suspicions or Allegations Involving School Staff/ Volunteers:

Staff, including volunteers, must be aware that they may be vulnerable to accusations of abuse and must, therefore, be sensitive to a child's reaction to physical contact and react appropriately. During their daily contact with the children, all staff must be aware of the following:

- Staff should not touch a child in such a way or on parts of the body that might be considered indecent.
- Staff should avoid restraining children, except under certain circumstances when it is unavoidable (See Policy on Restraint).
- Staff should maintain professional standards of behaviour and appropriate boundaries at all times in relationships between themselves and the pupils, themselves, and the parents.
- A member of staff, who feels that they may be at risk of being accused of behaving inappropriately, should request the presence of another member of staff.
- No form of corporal punishment should ever be used, nor its use ever threatened.
- When it is necessary to restrain a child to prevent injury to themselves, others, or property, only the minimum force should be used and injury to the child concerned should be avoided. Any arm or hands should never be placed around a child's neck.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date, and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated, and immediately passed on to the Head Teacher.

If the concerns are about the Head Teacher, then the Safeguarding Governor should be contacted. In the absence of the Safeguarding Governor, another governor should be contacted.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer. If the allegation meets any of the three criteria set out at the bottom of this section, contact should always be made with the Local Authority Designated Officer without delay on 020 3373 3803 or email nick.pratt@newham.gov.uk and give as much information as you can.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with local authority Safeguarding Children Procedures.

If there is an allegation or suspicion of misconduct about a member of staff, the Head Teacher must be informed immediately. Failure to do so would result in disciplinary action.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

Making a Disclosure to The Disclosure & Barring Service (DBS)

The school is required to inform the Disclosure and Barring Service, as soon as investigations are

completed, about any person, whether employed, contracted, a volunteer, or a student, whose services are no longer used because he or she is considered unsuitable to work with children.

The address for referrals is DBS customer services, PO Box 3961, Royal Wootton Bassett SN4 4HF - Telephone 03000 200 190. Failure by the school to make such a report could constitute an offence, leading to the school being removed from the DfE's register of Independent Schools (legislation from The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise Agreements cannot apply in this connection.

The school will also make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.

A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult. (See <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#what-is-the-harm-test>).

The Teaching Regulation Agency (TRA) will also be informed if staff are sacked due to safeguarding issues <https://teacherservices.education.gov.uk/>

Regard must be given to the section 'Allegations of Abuse Made Against Teachers and Other Staff', in the document 'Keeping Children Safe in Education' (2020)', which is on file in the school office. This should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she **may** pose a risk of harm to children."

Other Safeguarding Issues

Staff need to be aware of the following specific issues.

Guidance and practical support on these specific safeguarding issues will be sought from expert and professional organisations, when needed, using the NSPCC and GOV.UK websites. Links to **Additional Advice and Support** may be found on pages **140-142 of KCSIE 2021**, which signpost schools towards further information on specific safeguarding issues.

- Modern Slavery and the National Referral Mechanism (KCSIE 2021 page 127)
- Cybercrime (KCSIE 2021 page 127)
- Domestic Abuse – inc. 'teenage relationship abuse' (KCSIE 2021 page 128-129)

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

- NSPCC- UK domestic-abuse Signs Symptoms Effects

- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.
- Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Bullying including cyberbullying – see Appendix 3 of our Online (E-Safety) Policy
- Drugs
- Fabricated or induced illness
- Faith based abuse
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness – the DSL should be aware of the contact details and referral routes of the Local Housing Authority to enable them to raise concerns. Referrals to the Local Housing Authority should not replace referrals to children’s social care where a child is being harmed or at risk of harm. Schools should recognise that for 16- and 17-year-olds homelessness may not be family-based, and the DSL should ensure appropriate referrals to children’s services are made where necessary. See KCSIE 2021 page 130)
 - Private fostering - staff and volunteers should remain alert to, and when it comes to their attention report to the LA, information which suggests a child is being privately fostered. They should then notify the LA to allow the LA to check the arrangements are safe. (See KCSIE 2021 page 77)
 - Sexting / Sharing nudes and semi-nudes – See The [UK Council for Internet Safety \(UKCIS\)](#) non-statutory guidance on Youth Produced Sexual Imagery (YPSI), entitled ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’ and our ‘Sharing nudes and semi-nudes Policy’ see our ‘Sharing nudes and semi-nudes Policy’
- Teenage relationship abuse
- Trafficking

Alternative Provision

- If the school places a pupil with an alternative provision provider, they remain responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The provider should provide written confirmation that appropriate safeguarding checks have been carried out on those working at the establishment.

Adults Who Supervise Children on Work Experience

- When organising work placements, the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

Children staying with Host Families (Homestay) – See Annex E KCSIE 2021

Sharing Safeguarding/Child Protection Information with a New School or College

When a pupil with child protection issues moves school, the DSL should consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file. The DfE gives the example of information that would allow the new school or college to continue supporting a victim of abuse and have the appropriate support in place for the pupil’s arrival.

Helping Victims of Abuse

As a Christian school, we are committed to supporting victims of abuse in line with a child protection plan, where deemed necessary.

The school will ensure the child's wishes or feelings are considered (appropriate to their age and ability) when determining what action to take and what additional services to provide to further protect individual children and make them safe. We will ensure there are systems in place for children to express their views and give feedback.

Arrangements for Supervision of Group/ Children's Activities

Practical Issues

- A register of children or young people attending the activity should be kept, and a register of helpers.
- A log of each activity, recording any unusual events with each teacher/assistant recording what they witnessed should be kept.
- Incidents such as fights and what action the teacher/assistant took should be recorded in the logbook.
- Accidents and injuries should be recorded in a separate accident book and parents and older children should be asked to sign this.
- No person under 16 years of age should be left in charge of any children of any age. Nor should children or young people attending school be left alone at any time.

Boundaries

- All staff members should treat all children/young people with dignity and respect in attitude, language used and actions.
- Respect the privacy of children, avoid questionable activity.
- If you invite a child to your home, ensure this is with the knowledge of the Head Teacher and that a parent is aware.
- Ensure that all transport arrangements have parental approval and are with the knowledge of the leadership.
- Only staff members assigned to a group should be allowed into rooms. Other adults should not have free access. Ensure you note anybody else who is there for a specific reason in the logbook.

Time Alone with Children

Other than for individual tuition, time alone with children needs to be kept to a minimum and handled with the utmost care. Whenever it is necessary for a teacher to be alone with a child, other members of staff should know of the meeting. If a school activity extends beyond normal school hours, then two adults should be on the premises until all the children have been collected.

Touch

- Everything should be kept public. A hug in the context of a group is very different from a hug behind closed doors.
- Touch should be related to the child's needs and not the worker's.
- Touch should be age appropriate and generally initiated by the child rather than the adult.
- Any physical activity that is, or may be thought to be, sexually stimulating to the adult or child must be avoided.
- Children have the right to decide how much physical contact they have, except in exceptional circumstances when they need medical attention or restraint for safety reasons.
- Staff members should monitor one another in the area of physical contact. They should be free to help each other by pointing out anything which could be misunderstood.

Off-Site Visits

Appropriate risk assessments will be in place prior to any off-site visit.

Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adult.

Safeguarding concerns or allegations will be responded to following the school safeguarding procedures. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Head Teacher who will report to Children's Triage Services if appropriate. In an emergency, the staff member in charge will contact the police and Children's Triage Service.

Policy for Looked After Children

The school recognises that looked after children are one of the most vulnerable groups of children and require more frequent observational assessment to meet their needs. All staff will be made aware of pupil in the school who is looked after so that the child can be supported adequately. On admission, it will be established who has parental responsibility so that statutory requirements are met.

The Governing body will ensure that staff have the skills, knowledge and understanding to keep looked after children or previously looked after children safe. Appropriate staff will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her will be available for all staff involved, including the designated safeguarding lead having details of the child's social worker.

When dealing with looked after children and previously looked after children, the school will work together with all agencies involved and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

The school holds a policy for Looked After Children on file.

Care Leavers

A **care leaver** is defined as a person aged 25 or under, who has been looked after by a local authority for at least 13 weeks since the age of 14; and who was looked after by the local authority at school-leaving age or after that date.

If the need arises, the Designated Safeguarding Lead will liaise as necessary with the local authority Personal Advisor appointed to guide and support the care leaver, regarding any issues of concern affecting the care leaver.

Physical Intervention Policy and Use of Reasonable Force

The school holds a Physical Intervention Policy, which includes the use of reasonable force.

Photography and Images

To protect children, we will:

- Seek parental consent for photographs of their child/ren to be taken or published (for example, on our website or in newspapers or publications)
- Only use school equipment
- Only take photos and videos of children to celebrate achievement or display projects
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

The school will issue a statement that where parents are taking photographs of children related to school events these are to be for personal use only (these are not to be shared on social media for example).

Safety Matters

An annual safety review will be held to consider all aspects of safety for children and young people. The school's arrangements to fulfil other safeguarding and welfare responsibilities are as follows:

- Ensure high standards of provision and care for children and learners
- Actively promote equality and diversity
- Tackle bullying and discrimination immediately
- Actively promote British values
- Prevent radicalisation and extremism
- Ensure that all persons know how to complain and understand the process for doing so
- Ensure that children and learners are protected and feel safe.
- Challenge any discriminatory behaviour and give help and support to children about how to treat others with respect
- Consistently promote positive behaviour
- Ensure that all children and learners can identify a trusted adult with whom they can communicate about any concerns, and know that these adults will listen to them and take their concerns seriously
- Ensure that written records are made in a timely way and held securely where adults working with children or learners are concerned about their safety or welfare. Those records will be shared appropriately and, where necessary, with consent.
- Make clear risk assessments
- Oversee the safe use of technology by ensuring that our policies and procedures are adhered to
- Use an Acceptable Use Agreement
- Carefully select and vet staff and volunteers working with children and learners according to statutory requirements.
- Check all staff using Enhanced DBS checks
- Ensure that all staff have regular Child Protection and Safeguarding Training
- Ensure that the Designated Safeguarding Leads undertake training at two-yearly intervals, and in addition receive an update at least yearly
- Ensure that the Deputy DSL is trained to the same standards as the DSL.
- Ensure training allows the DSL to "recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online".
- Ensure that the Designated Safeguarding Lead and Deputy DSL have job descriptions, where their roles are explicit, with clear cover arrangements. DSLs will be drawn from the senior leadership team and will be the persons carrying out the day-to-day work of safeguarding and child protection. Their responsibilities will not be delegated to others. See *Appendix 1*.
- Keep the Single Central Record up to date
- Regularly review safeguarding policies and procedures to keep all children and learners safe
- Ensure the school holds more than one emergency contact number for each pupil.

Implementation, Monitoring and Review of the Safeguarding Policy

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL

Policy Adopted by Governors/Directors: 16 June 2018

Policy Last Reviewed: 17 August 2019, 25 January 2020, 13 August 2020, 13 November 2021

Policy Due for Review by September 2022 or as necessary following statute or regulation

Signed: M Kintu (HT)

APPENDIX 1

Role and Responsibilities of The School Designated Safeguarding Lead

The School Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a student. The DSL and Deputy DSL are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns.

The DSL does not need to be a member of the teaching staff but should be a recognised member of the Senior Leadership Team with the required status and authority to carry out the requirements of the role. Their appointment will be decided by the governing board or proprietor.

Depending on the size and requirements of the school a Deputy Designated Safeguarding Lead should be available. The Deputy is the first point of contact in the absence of the DSL to avoid any unnecessary delays in responding to a student's needs.

The DSL and Deputy DSL are required to undertake child protection training every two years and should supplement this training by attending workshops where available, at least annually. This training should also help the DSL and Deputy DSL recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

Requirements:

- To have the skills and ability to identify signs of abuse.
- To know how to refer concerns to the appropriate investigating agencies.
- Maintain detailed and accurate written records of child protection concerns and ensure they are kept securely.
- Offer support, advice and give a level of expertise to all members of the school staff team.
- Ensure that all staff have access to and understand the school Safeguarding and Child Protection Policy and Procedures.
- To be able to provide child protection training as part of the induction for all new staff in the school and be part of any other relevant training.
- -Be responsible with the Head Teacher for the annual review and update of the School Safeguarding Policy and the presentation of this to the Governing Body.
- Ensure that a copy of the School Safeguarding and Child Protection Policy is available for any parents who request to see it.
- Ensure that the Head Teacher and Chair of Governors are updated on a regular basis about all issues and child protection investigations.
- Ensure that relevant safeguarding files are copied and forwarded appropriately when a child/young person transfers to another school.
- Be part of the team who review and monitor any causes of concern relating to students which are raised in school

Role and Responsibilities:

Taken from Annex C KCSIE 2021

Manage referrals

The Designated Safeguarding Lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required;
- who make referrals to local authority children's social care;

- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.
- Work with others

The Designated Safeguarding Lead is expected to:

- act as a source of support, advice, and expertise for all staff;
- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies, so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;

- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare, and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Training, knowledge, and skills

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures, and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations, and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The Designated Safeguarding Lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children who have or have had social worker, are experiencing with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and

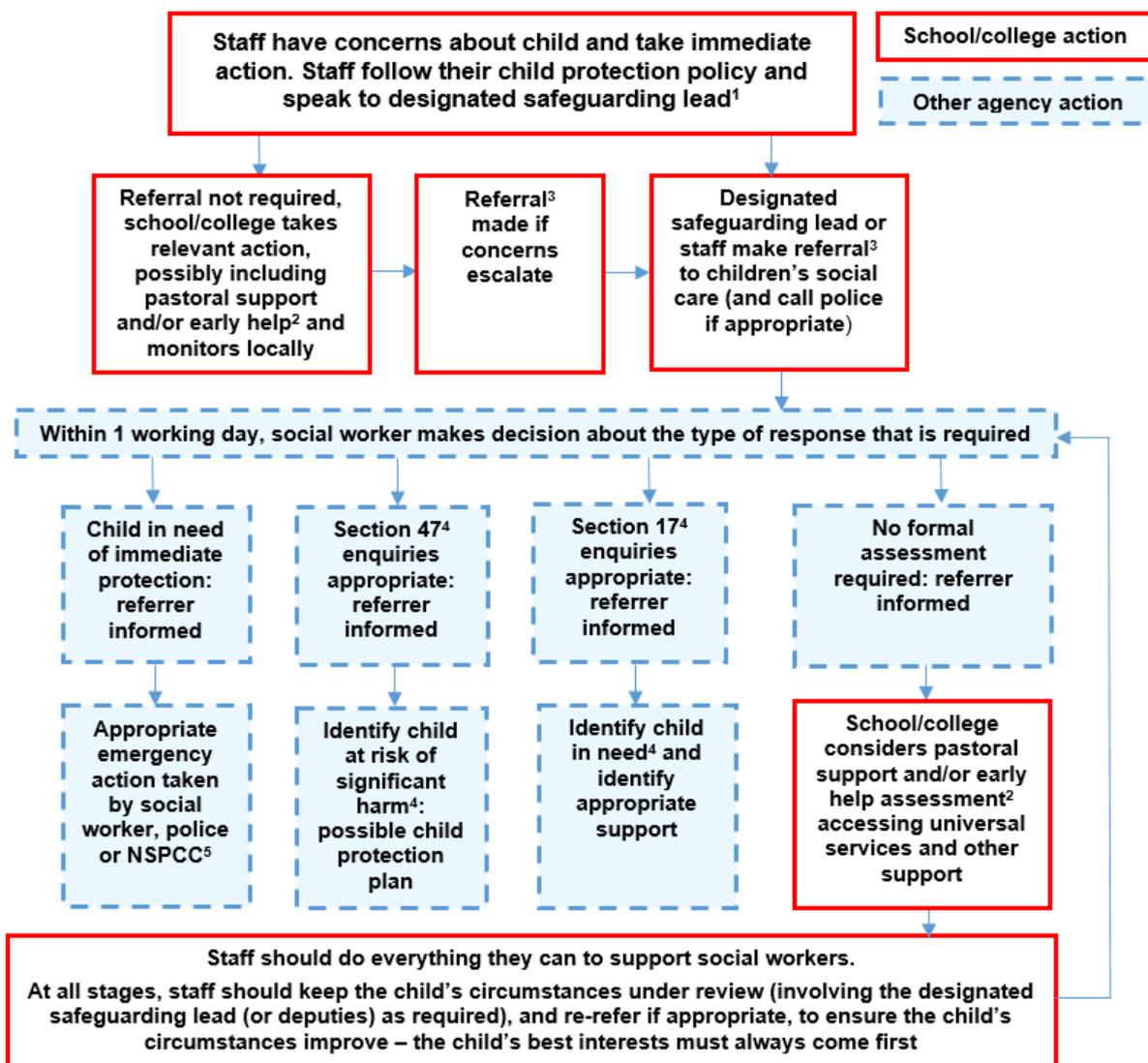
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using, and sharing information effectively is set out in Parts one, two and five of this document; and therefore, the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



¹In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

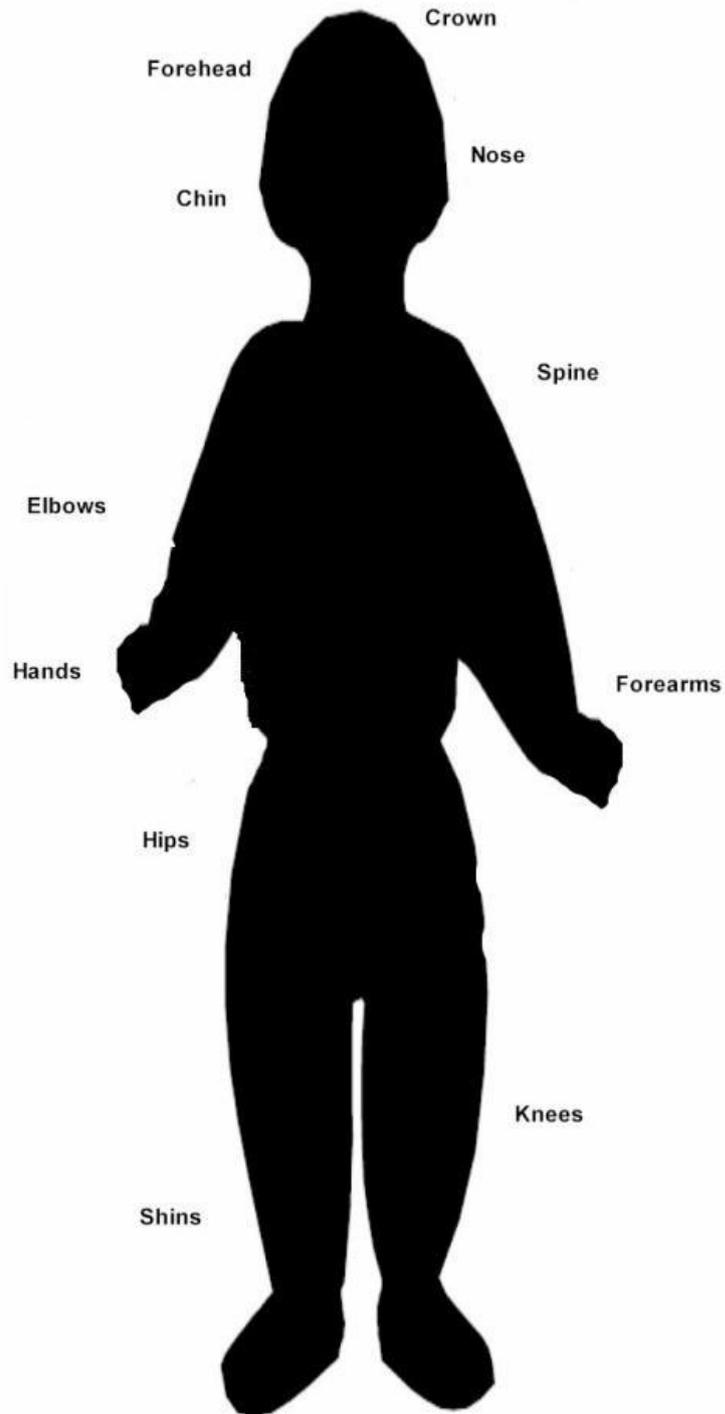
²Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

³Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

⁴Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

⁵This could include applying for an Emergency Protection Order (EPO).

Common Sites of Accidental Injury



Common sites of non accidental injury

Eyes, particularly if both eyes are blackened as this is often the result of a punch

Ears, bruised or damaged

Cheeks

Nose

Mouth, torn lips gums and frenulum

Neck

Shoulders, particularly thumbprints

Upper Arms

Chest, back, and buttocks particularly if finger pattern bruising or linear bruising evident

Inner Arms

Stomach

Bruising of genitals

Buttocks

Thighs

In all locations, indicators may be:

Fingertip pattern bruising,
linear bruising from a belt, bruising of face or genitalia,
linear scalds or burns,
cigarette burns,
scalds from emersion,
teeth marks,
pain in a limb, with the child reluctant to move it ,
fear of a certain person or type of person,
inconsistent explanations from carers, often with injuries out of proportion to the accident.

APPENDIX 4

HELP AND SUPPORT

Our organisation has a legal obligation to protect sensitive information under the Data Protection Act 2018. For more information visit the website of the Information Commissioner's Office <https://ico.org.uk/>

Advice on e-Safety* - <http://www.thegrid.org.uk/eservices/safety/index.shtml>

Further guidance* - <http://www.thegrid.org.uk/info/dataprotection/index.shtml#securedata>

The Information Management Toolkit for Schools is available at:
<https://irms.org.uk/general/custom.asp?page=SchoolsToolkit>

Safeguarding Children online – free expert advice: <http://www.getsafeonline.org>

Review Online (E-Safety) policy and practice at <https://360safe.org.uk/>

Resources to support schools with online safety:

- [/UKCIS Education for a Connected World.pdf/](#)
- Guidance from the PSHE Association
- [Internet Legends by Parent Zone & Google](#)

Numerous organisations are listed in Annex D of KCSIE 2021, that can provide support concerning online safety.

APPENDIX 5

CURRENT LEGISLATION

ACTS RELATING TO MONITORING OF STAFF EMAIL

Data Protection Act 2018

The Act requires anyone who handles personal information to comply with important data protection principles when treating personal data relating to any living individual. The Act grants individual's rights of access to their personal data, compensation, and prevention of processing. The Data Protection Act 2018 implements the European Union's [General Data Protection Regulation](#) (GDPR) in national law,

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000

<http://www.hms0.gov.uk/si/si2000/20002699.htm>

Regulation of Investigatory Powers Act 2000

Regulating the interception of communications and making it an offence to intercept or monitor communications without the consent of the parties involved in the communication. The RIP was enacted to comply with the Human Rights Act 1998. The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, however, permit a degree of monitoring and record keeping, for example, to ensure communications are relevant to school activity or to investigate or detect unauthorised use of the network. Nevertheless, any monitoring is subject to informed consent, which means steps must have been taken to ensure that everyone who may use the system is informed that communications may be monitored. Covert monitoring without informing users that surveillance is taking place risks breaching data protection and privacy legislation.

<https://www.legislation.gov.uk/ukpga/2000/23>

Human Rights Act 1998

<https://www.legislation.gov.uk/ukpga/1998/42>

OTHER ACTS RELATING TO ESAFETY

Racial and Religious Hatred Act 2006

It is a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing, or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality, or ethnic background.

<http://www.legislation.gov.uk/ukpga/2006/1>

Sexual Offences Act 2003

The new grooming offence is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the Internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos, or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. Schools should already have a copy of Working Together to Safeguard Children, 2018 document as part of their child protection packs.

<https://www.legislation.gov.uk/ukpga/2003/42>

Communications Act 2003 (section 127)

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene, or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless

anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent - there is no need to prove any intent or purpose.

<http://www.legislation.gov.uk/ukpga/2003/21/section/127>

The Computer Misuse Act 1990 (sections 1 – 3)

Regardless of an individual's motivation, the Act makes it a criminal offence to gain:

- access to computer files or software without permission (for example using another person's password to access files)
- unauthorised access, as above, in order to commit a further criminal act (such as fraud)
- impair the operation of a computer or program

UK citizens or residents may be extradited to another country if they are suspected of committing any of the above offences.

<https://www.legislation.gov.uk/ukpga/1990/18>

Malicious Communications Act 1988 (section 1)

This legislation makes it a criminal offence to send an electronic message (e-mail) that conveys indecent, grossly offensive, threatening material or information that is false; or is of an indecent or grossly offensive nature if the purpose was to cause a recipient to suffer distress or anxiety.

<https://www.legislation.gov.uk/ukpga/1988/27>

Copyright, Design and Patents Act 1988

Copyright is the right to prevent others from copying or using work without permission. Works such as text, music, sound, film, and programs all qualify for copyright protection. The author of the work is usually the copyright owner, but if it was created during the course of employment it belongs to the employer. Copyright infringement is to copy all or a substantial part of anyone's work without obtaining their author's permission. Usually, a licence associated with the work will allow a user to copy or use it for limited purposes. It is advisable always to read the terms of a licence before you copy or use someone else's material. It is also illegal to adapt or use software without a licence or in ways prohibited by the terms of the software licence.

<https://www.legislation.gov.uk/ukpga/1988/48>

Public Order Act 1986 (sections 17 – 29)

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing, or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence.

<https://www.legislation.gov.uk/ukpga/1986/64>

Protection of Children Act 1978 (Section 1)

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). A person convicted of such an offence may face up to 10 years in prison.

<https://www.legislation.gov.uk/ukpga/1978/37>

Obscene Publications Act 1959 and 1964

Publishing an "obscene" article is a criminal offence. Publishing includes electronic transmission.

<https://www.legislation.gov.uk/ukpga/Eliz2/7-8/66> and

<http://www.legislation.gov.uk/ukpga/1964/74>

Protection from Harassment Act 1997

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other.

A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

<https://www.legislation.gov.uk/ukpga/1997/40>

ACTS RELATING TO THE PROTECTION OF PERSONAL DATA

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

The Freedom of Information Act 2000

<https://www.legislation.gov.uk/ukpga/2000/36>

<https://ico.org.uk/for-organisations/guide-to-freedom-of-information/>

COUNTER-TERRORISM AND SECURITY ACT 2015 (PREVENT), ANTI-RADICALISATION & COUNTER-EXTREMISM GUIDANCE

<https://www.gov.uk/government/publications/preventing-extremism-in-schools-and-childrens-services>

The school holds the document 'The Prevent Duty Departmental Advice for Schools and Childcare Providers, June 2015' on file.