



Partnership Learning

THAMES
VIEW
JUNIOR
SCHOOL

CHILD PROTECTION & SAFEGUARDING POLICY

ACADEMY: THAMES VIEW JUNIOR SCHOOL

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Date written: April 2022

Review date: April 2023

Adopted by school on: 10th January 2017

Partnership Learning is committed to safeguarding and promoting the welfare of children and expects all staff, governors, trustees and volunteers to share this commitment. |

****Note:** DSL for the academy should complete **Page 3 prior** to disseminating this policy.

Disclaimer: Partnership Learning makes every effort to ensure that the information in this document is accurate and up to date. If specific changes/amendments are required by the individual school it is their responsibility to inform the Trust.

Introduction

Our policy is embedded into the general ethos of all the academies within the group forming Partnership Learning, which is to ensure that our children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

The governors and staff of our academies fully recognise the contribution they make to safeguarding children. We recognise that all members of staff, including volunteers, have a full and active part to play in protecting our pupils from harm. All Trustees, Staff and Governors believe that our academies should provide caring, positive, safe and stimulating environments which promote the social, physical and moral development of the individual.

TERMINOLOGY

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Child Sexual Exploitation (CSE): The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive “something” (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the academy, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Parents: Refers to birth parents and other adults who are in a parenting role, for example step- parents, foster carers and adoptive parents.

Abuse A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children. *(Definition provided by Working Together 2015)*

Child: Anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection

Local Safeguarding Children Board (LSCB): Local Safeguarding Children's Boards (LSCBs) are a statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of LSCBs is:

- *to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and*
- *to ensure the effectiveness of what is done by each such person or body for those purposes.*

Referral: A request for services to be provided by a local authority. A case can become current only after a referral has been made.

Early Help 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. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

Duty Team: A social work team providing an out of hours social care service for the county.

KEY SAFEGUARDING PERSONNEL

SLT Designated Safeguarding Lead 1:	Alan Jacob
Email: ajacob@thamesviewjunior.com	Telephone: 02045 119 240

Designated Safeguarding Lead 2:	Leanne Francis
Email: LFrancis@thamesview-j.bardaglea.org.uk	Telephone: 02045 119 240
Deputy Designated Safeguarding Lead:	Lianne Hawkins
Email: Lhawkins@thamesviewjunior.com	Telephone: 02045 119 240

Nominated Safeguarding Governor:	Gillian Bratley
Email: gillian.bratley@bdsip.co.uk	Telephone: 07968 511883

Principal/Headteacher	James Smith
Email: jsmith@thamesviewjunior.com	Telephone: 02045 119 240

Chair of Governors:	Gillian Bratley
Email: gillian.bratley@bdsip.co.uk	Telephone: 02082704438

LADO:	Mike Cullern
Email: mike.cullern@lbbd.gov.uk	Telephone: 020 8227 3934

Teacher for LAC:	Leanne Francis
Email: Lhawkins@thamesviewjunior.com	Telephone: 02045 119 240

Duty Team:	4:45pm to 9am
Email: lscb@lbbd.gov.uk	Telephone: 020 8227 3578

1. Rationale

- 1.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance also reflects, both 'Keeping Children Safe in Education' Sept 2021, and Local Safeguarding Children Board Child Protection Procedures¹
- 1.2. The Trust takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to ensure its academies work together with other agencies to ensure adequate arrangements are fully in place to identify, assess, and support those children who are suffering harm.
- 1.3. This policy applies to all members of staff, governors and trustees in all academies across the trust.

2. Policy Principles

- 2.1. The welfare of the child is paramount
- 2.2. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- 2.3. We recognise that all adults, including temporary staff², volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- 2.4. All staff believes that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 2.5. Pupils and staff involved in child protection issues will receive appropriate support.

3. Policy Aims

- 3.1. To demonstrate the Trust's commitment to safeguarding and child protection to pupils, parents and other partners.
- 3.2. To support the child's development in ways that will foster security, confidence and independence.
- 3.3. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 3.4. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 3.5. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the academy, contribute to assessments of need and support packages for those children.
- 3.6. To emphasise the need for good levels of communication between all staff members.

¹ The LSCB Child protection Procedures are available online at <http://newsite.bardag-lscb.co.uk/>

² Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

- 3.7. To develop a structured procedure within the academy which will be followed by all members of the academy community in cases of suspected abuse.
- 3.8. To develop and promote effective working relationships with all other agencies, including the Police and Social Care.
- 3.9. To ensure that all staff working within our academies who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)³, and a Single Central Record (SCR) is kept and maintained for audit.

4. Values

4.1. Supporting Children

- 4.1.1. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.1.2. We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.1.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.1.4. Our academies will support all children by:
 - 4.1.4.1. Encouraging self-esteem and self-assertiveness, through the curriculum.
 - 4.1.4.2. Promoting a caring, safe and positive environment within the academy.
 - 4.1.4.3. Offering details of helplines, counselling or other avenues of external support.
 - 4.1.4.4. Liaising and working together with all other support services.
 - 4.1.4.5. Responding in a timely manner.
 - 4.1.4.6. By ensuring that all safeguarding files are kept under separate file from their school file and that they are forwarded to any new school that the child may move to either by hand delivery or by recorded mail.
- 4.1.5. Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of academy life. This includes online safety;

4.2. Prevention / Protection

- 4.2.1. We recognise that the academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 4.2.2. The academy community will therefore:
 - 4.2.2.1. Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
 - 4.2.2.2. Include regular consultation with children e.g. through safety

questionnaires, participation in anti-bullying week, asking children to report where and when they see inappropriate behaviour.

- 4.2.2.3. Ensure that all children know there is an adult in the academy whom they can approach if they are worried or feel they are in difficulty or just need somebody to talk to.
- 4.2.2.4. Incorporate safeguarding as much as is reasonably possible across the curriculum, including PSHE, to include opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to secondary education and more personal safety/independent travel.
- 4.2.2.5. Ensure all staff are aware of academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

5. Safe Academy, Safe Staff

5.1 We will ensure that;

- 5.1.1. all staff receive information about the academy's safeguarding arrangements, the academy's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and the Deputy, and Keeping Children Safe in Education part 1 (Sept 2021) and Annex A upon induction;
- 5.1.2. all staff receive safeguarding and child protection training at induction in line with advice from the Local Children's Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
- 5.1.3. all members of staff are trained in and receive regular updates in online safety and reporting concerns;
- 5.1.4. All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- 5.1.5. The child protection policy is made available via the academy website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the academy handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the academy's handbook.
- 5.1.6. The academy provides a coordinated offer of **'Early Help'** when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;
- 5.1.7. Our lettings policy will seek to ensure the suitability of adults working with children on academy sites at any time;

³ Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- 5.1.8. Community users organising activities for children are aware of the academy's Child Protection Policy, guidelines and procedures;
- 5.1.9. The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputy, are clearly displayed throughout the academy with a statement explaining the academy's role in referring and monitoring cases of suspected abuse;
- 5.1.10. All staff and Governors will have access to a copy of Part 1 Keeping Children Safe in Education Sept 2021 and will sign to say they have read and understood it. This document will be kept on file. Part 1 will also be available in hard copy in the staff room and an e-copy will be available.
- 5.1.11. All staff are requested to ensure that their contact details are updated at least annually.
- 5.1.12. To safeguard all within the school and community, every 3 years checks are made for all staff, including an updated DBS and other searches that may highlight disrepute of the position held in accordance with the code of conduct such as social media

6. Safeguarding Legislation and Guidance Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Counter Terrorism and Security Act 2015,

Section 26 applies to schools and other providers;
To have due regard to the need to prevent people being drawn into terrorism

Working Together to Safeguarding Children (2015) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools. <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education (2021) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non- Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools

College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

***All staff should read Part One of this guidance and staff can find a copy in the staff room/school intranet.*

Prevent Duty Guidance – England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism. <https://www.gov.uk/government/publications/prevent-duty-guidance> https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

***ALL staff have undertaken the **PREVENT** training; this forms part of the staff induction programme.*

Teaching Standards

The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Disqualification under the Childcare Act 2006:

Since 3rd September 2018 'Disqualification by Association' form upon appointment is no longer necessary. Further information can be found below.

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

7. Roles and Responsibilities

7.1. All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that;

- 7.1.1. there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);
- 7.1.2. child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Barking & Dagenham Safeguarding Children's Board and statutory requirements, are reviewed annually and that the Child Protection policy is publicly available on the academy website or by other means;
- 7.1.3. ensures that all staff including temporary staff and volunteers are provided with the academy's child protection policy and staff behaviour policy;
- 7.1.4. all staff have read Keeping Children Safe in Education (2016) part 1 and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- 7.1.5. the academy operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, all necessary checks are made;
- 7.1.6. the academy has procedures for dealing with allegations of abuse against staff (including the Principal/Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- 7.1.7. a member of the Governing Body, usually the Chair or the CEO of the Trust will be nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal/Headteacher

- 7.1.8. a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
- 7.1.9. on appointment, the DSL and Deputy must undertake interagency (or equivalent) training (LSCB Level 3) and update/refresh it every 2 years;
- 7.1.10. all other staff have safeguarding training updated annually;
- 7.1.11. at least one member of the governing body has completed safer recruitment training to be repeated every five years.
- 7.1.12. children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained academy's through relationship sex education (RSE);
- 7.1.13. appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- 7.1.14. appropriate online filtering and monitoring systems are in place;
- 7.1.15. enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the academy) are in place for all Governors;
- 7.1.16. any weaknesses in Child Protection are remedied immediately;

7.2. The Headteacher will ensure that;

- 7.2.1. the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
- 7.2.2. sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL(s) and Deputy(ies) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- 7.2.3. where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- 7.2.4. systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- 7.2.5. all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- 7.2.6. that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- 7.2.7. they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- 7.2.8. anyone who has harmed or may pose a risk to a child s referred to the Disclosure and Barring Service.

7.3. The Designated Safeguarding Lead;

- 7.3.1. Is a member of the Senior Leadership Team
- 7.3.2. holds responsibility for safeguarding and child protection in the academy;
- 7.3.3. acts as a source of support and expertise in carrying out safeguarding duties for the whole academy community;
- 7.3.4. Encourages a culture of listening to children and taking account of their wishes and feelings;
- 7.3.5. is trained to level 3 LSCB standard and will refresh their knowledge and skills at regular intervals but at least every 2 years;
- 7.3.6. Will refer a child if there are concerns about possible abuse using the procedures set out by the host authority. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF);
- 7.3.7. Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- 7.3.8. Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday or are transferred to the child's new school;
- 7.3.9. Will ensure that an indication of the existence of the additional file in 7.3.7 above is communicated to the child's new school;
- 7.3.10. Will ensure that when a pupil leaves the academy, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit);
- 7.3.11. Will ensure that a copy of the CP file is retained until such a time that the new academy acknowledges receipt of the original file. The copy should then be shredded;
- 7.3.12. will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
- 7.3.13. Has a working knowledge of LSCB procedures;
- 7.3.14. Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- 7.3.15. Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for 2 days is referred to their key worker's Social Care Team;
- 7.3.16. Will ensure that all staff sign to say they have read, understood and agree to work within the Academy's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 (2021) and ensure that the policies are used appropriately;
- 7.3.17. Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates for all academy staff, keep a record of attendance and address any absences;
- 7.3.18. Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;

7.4. The Deputy Designated Safeguarding Lead(s)

- 7.4.1. Is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence or in accordance of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

7.5. All Academy Staff will:

- 7.5.1. understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- 7.5.2. consider, at all times, what is in the best interests of the child;
- 7.5.3. know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015); Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care;
- 7.5.4. will provide a safe environment in which children can learn;
- 7.5.5. Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- 7.5.6. Consider, at all times, what is in the best interests of the child;
- 7.5.7. know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015);
- 7.5.8. Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care;
- 7.5.9. Are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.
- 7.5.10. Will provide a safe environment in which children can learn;

8. Confidentiality

- 8.1. The Academy recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the academy must contribute to inter-agency working in line with Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2021) share information between professionals and agencies where there are concerns.
- 8.2. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- 8.3. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 8.4. However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Principal/Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- 8.5. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the DSL will seek advice from the Duty Team or the LADO at the LSCB.

⁴ Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#)

9. Child Protection Procedures

- 9.1. Abuse and neglect are forms 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 the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- 9.2. Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.
- 9.3. Any child in any family in any academy could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.
- 9.4. There are also a number of specific safeguarding concerns that we recognise our pupils may experience;
- *Child missing from education (see para 23)*
 - *Child missing from home or care*
 - *Non-collection of child (see appendix 11)*
 - *Child sexual exploitation (CSE) (see para 16 and Appendix 3)*
 - *Bullying including cyberbullying (see para 12)*
 - *Domestic abuse (see para 15 and Appendix 5)*
 - *Drugs*
 - *Fabricated or induced illness*
 - *Faith abuse*
 - *Female genital mutilation (FGM) (see para 17 and Appendix 4)*
 - *Forced marriage (see para 18)*
 - *Gangs and youth violence*
 - *Gender/honour based violence*
 - *Violence against women and girls (VAWG)*
 - *Harmful Sexual Behaviour (HSB)*
 - *Honour based violence*
 - *Mental health (See para 28)*
 - *Private fostering*
 - *Radicalisation (see para 14 and Appendix 6)*
 - *Youth produced sexual imagery (sexting) (see para 24)*
 - *Teenage relationship abuse (see para 24)*
 - *Trafficking*
 - *Peer on peer abuse (see para 24)*
- 9.5. Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.
- 9.6. We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.
- 9.7. If staff are concerned about a child’s welfare
- 9.7.1. If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns using the online

form. They can also discuss their concerns in person with the DSL but the details of the concern **must** always be recorded.

- 9.7.2. There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- 9.7.3. The academy recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- 9.7.4. Following an initial conversation with the pupil, if the member of staff remains concerned they should report their concerns on EDUKEY.
- 9.7.5. If the pupil discloses that they have been harmed the member of staff must report this immediately to the DSL.

9.8. If a pupil discloses to a member of staff

- 9.8.1. We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- 9.8.2. A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.
- 9.8.3. During their conversation with the pupil staff will;
 - 9.8.3.1. Listen to what the child has to say and allow them to speak freely
 - 9.8.3.2. Remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
 - 9.8.3.3. Reassure the child that it is not their fault and that they have done the right thing in telling someone
 - 9.8.3.4. Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
 - 9.8.3.5. Take what the child is disclosing seriously
 - 9.8.3.6. Ask open questions and avoid asking leading questions
 - 9.8.3.7. Avoid jumping to conclusions, speculation or make accusations
 - 9.8.3.8. Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
 - 9.8.3.9. Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
 - 9.8.3.10. Tell the child what will happen next.
- 9.8.4. If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.
- 9.8.5. The member of staff should report their conversation as soon as possible on EDUKEY. The concern should be acknowledged by the DSL/DDSL.

9.9. Notifying Parents

- 9.9.1. The Academy will normally seek to discuss any concerns about a pupil with

their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

9.9.2. However, if the academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

9.9.3. Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

10. Making a referral

10.1.1. Concerns about a child or a disclosure should be reported on EDUKEY and the DSL will decide whether a referral to children's social care, early help or other support is appropriate in accordance with the Local Safeguarding Children's Board Levels of Need document.

10.1.2. If a referral is needed then the DSL or in their absence the DDSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

10.1.3. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

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

10.1.5. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.

10.1.6. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

10.2 Supporting Staff;

10.2.1. We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

10.2.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

11. Children who are particularly vulnerable

11.1. The academy recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

11.2. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

11.3. In some cases possible indicators of abuse such as a child's mood, behaviour or

injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

11.4. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

11.5. To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

- 11.5.1.1. Disabled or have special educational needs
- 11.5.1.2. Young carers
- 11.5.1.3. Affected by parental substance misuse, domestic abuse or parental mental health needs
- 11.5.1.4. Asylum seekers
- 11.5.1.5. Living away from home
- 11.5.1.6. Vulnerable to being bullied or engaged in bullying
- 11.5.1.7. Already viewed as a 'problem'
- 11.5.1.8. Living in temporary accommodation
- 11.5.1.9. Living transient lifestyles
- 11.5.1.10. Living in chaotic and unsupportive home situations
- 11.5.1.11. Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- 11.5.1.12. At risk of sexual exploitation
- 11.5.1.13. Do not have English as a first language
- 11.5.1.14. At risk of Female Genital Mutilation (FGM)
- 11.5.1.15. At risk of forced marriage

12. Anti-Bullying/Cyberbullying

Our policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Principal/Headteacher and the DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education.

13. Racist Incidents

13.1. Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

14. Radicalisation and Extremism

14.1. The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's

services to have due regard to the need to prevent people from being drawn into terrorism.

- 14.2. Extremism is defined as ‘as ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- 14.3. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.
- 14.4. The Trust is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for academy’s and childcare providers on preventing children and young people from being drawn into terrorism⁵.
- 14.5. The Trust seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 14.6. Academy staff receives training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.
- 14.7. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the academy follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Academy’s (2014)⁶.
- 14.8. The academy governors, the Principal/Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the academy and put actions in place to reduce that risk. Risk assessment may include the use of academy premises by external agencies, anti- bullying policy and other issues specific to the academy’s profile, community and philosophy.
- 14.9. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent the Police must be contacted by dialling 999. In non urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264). Further indicators and information about this type of abuse can be found in appendix 11

⁵ <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

15. Domestic Abuse

- 15.1. Domestic abuse represents one quarter of all violent crime. The domestic Abuse Act 2021 defines domestic abuse as any of the following behaviours, either as a pattern of behaviours or as a single incident, between two people over the age of 16, who are ‘personally connected’ to each other;
 - a) Physical or sexual abuse

- b) Violent or threatening behavior
- c) Economic abuse (adverse effect of the victim to acquire, use or maintain money or other property or obtain goods or services)
- d) Psychological, emotional or other abuse.

This definition applies to children if they see, hear or experience the effects of the abuse and they are related to the abuser.

It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability.

- 15.2. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
- 15.3. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- 15.4. Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

16. Child Sexual Exploitation (CSE)

- 16.1. Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. More information and the indicators of CSE is set out in appendix 3. CSE can happen online and offline, all staff should be aware of the link between online safety and vulnerability to CSE.
- 16.2. Any concerns that a child is being or is at risk of being sexually exploited must be passed without delay to the DSL. Academies are aware that there are clear links between regular academy absence/truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular academy absence/truancy and make reasonable enquiries with the child and parents to assess this risk.
- 16.3. In all cases the DSL should contact their local Referral, Intervention and Assessment team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.
- 16.4. Academies are aware that children often are not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

⁶https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

- 16.5. Academies include the risks of sexual exploitation into their PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help. Further indicators and information about this type of abuse can be found in appendix 11

17. Female Genital Mutilation (FGM)

- 17.1. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police⁷.
- 17.2. The duty applies to all persons in academy who are employed or engaged to carry out 'teaching work' in the academy, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.
- 17.3. If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.
- 17.4. Academy staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per the academy's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.
- 17.5. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.
- 17.6. There are no circumstances in which a teacher or other member of staff should examine a girl. Further indicators and information about this type of abuse can be found in appendix 11

⁷ <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

18. Forced Marriage

- 18.1. A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
- 18.2. Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
- 18.3. A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
- 18.4. Academy staff should never attempt to intervene directly as an academy or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit on Tel: 020 7008 0151. Further indicators and information about this type of abuse can be found in appendix 11

19. Honour-based Violence

- 19.1. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- 19.2. Honour based violence might be committed against people who;
 - 19.2.1. become involved with a boyfriend or girlfriend from a different culture or religion;
 - 19.2.2. want to get out of an arranged marriage;
 - 19.2.3. want to get out of a forced marriage;
 - 19.2.4. wear clothes or take part in activities that might not be considered traditional within a particular culture.
- 19.3. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others. Further indicators and information about this type of abuse can be found in appendix 11.

20. One Chance Rule

- 20.1. All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.
- 20.2. Academies are aware that if the victim is not offered support following a disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.
Further information can be found in appendix 11.

21. Private Fostering Arrangements

- 21.1. A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential academies, children's homes or hospitals are not considered to be privately fostered.
- 21.2. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- 21.3. Academies recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- 21.4. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Barking & Dagenham Children's Social Care of the circumstances.

22. Looked After Children

- 22.1. The most common reason for children becoming looked after is as a result of abuse and neglect. Academies ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.
- 22.2. The designated person for looked after children and the DSL have details of the child's social worker and the name and contact details of their LA's Virtual Academy Head for children in care.
- 22.3. The designated person for looked after child works with the virtual academy head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the academy and meet the needs in the child's personal education plan.

23. Children Missing Education

- 23.1. Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.
- 23.2. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the academy day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities⁸.'
- 23.3. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. Further indicators of missing children in education can be found in appendix 11.

23.4. Online Safety

- 23.4.1. Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Whatsapp, Snapchat and Oovoo.
- 23.4.2. Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders
- 23.4.3. Academies should adopt the Trust's online/e-safety policy which explains how we try to keep pupils & staff safe whilst in academy and how we respond to online safety incidents (See flowchart, Appendix 7).

24. Peer on Peer Abuse

- 24.1. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Academies recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.
- 24.1.1. Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- 24.1.2. Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- 24.1.3. Harmful Sexual Behaviour (HSB) – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
- 24.1.4. Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.
- 24.1.5. E-Safety concerns relating to Peer on Peer. Children may have unlimited and unrestricted access to the internet via a host of devices. This access can lead to a number of safeguarding issues that can be prevented while in school as well as dealt with appropriately when disclosed. There is a mobile device policy in place for the school that restricts the use and access of these devices during the school day. The school recognises that a host of issues can arise as a result of these devices relating to peer on peer concerns. These incidents could include harassment. Sexual or other, indecent image sharing (consensual or otherwise). We manage these risk by having clear safeguarding protocols to follow and when a child uses the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.

⁸ <https://www.gov.uk/government/publications/children-missing-education>

- 24.2. The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.
- 24.3. There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched or/and assaulted or boys being subjected to initiation and/or hazing type violence).
- 24.4. Academies aim to reduce the likelihood of peer on peer abuse through;
- 24.4.1. the established ethos of respect, friendship, courtesy and kindness;
 - 24.4.2. high expectations of behaviour;
 - 24.4.3. clear consequences for unacceptable behaviour;
 - 24.4.4. providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
 - 24.4.5. systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
 - 24.4.6. robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.
- 24.5. Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Academies will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the academy and what services they can contact for further advice.
- 24.6. Any concerns, disclosures or allegations of peer on peer abuse in any form must be referred to the DSL using the academy's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.
- 24.7. Working with external agencies the academy safeguarding panel will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support. Further information regarding sexual violence and harassment between children in schools can be found in appendix 11.

25. Youth produced sexual imagery (sexting) ⁹

- 25.1. The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.
- 25.2. Youth produced sexual imagery refers to both images and videos where;
- 25.2.1. A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
 - 25.2.2. A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
 - 25.2.3. A person under the age of 18 is in possession of sexual imagery created by

another person under the age of 18.

- 25.3. All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in academies and colleges: responding to incidents and safeguarding young people'¹⁰.
- 25.4. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.
- 25.5. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.
- 25.6. The DSL should hold an initial review meeting with appropriate academy staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.
- 25.7. Immediate referral at the initial review stage should be made to Children's Social Care/Police if;
- 25.7.1. The incident involves an adult;
 - 25.7.2. There is good reason to believe that a young person has been coerced, black-mailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
 - 25.7.3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
 - 25.7.4. The imagery involves sexual acts;
 - 25.7.5. The imagery involves anyone aged 12 or under;
 - 25.7.6. There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
- 25.8. If none of the above applies then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Principal/Headteacher, to respond to the incident without escalation to Children's Social Care or the police.
- 25.9. In applying judgement the DSL will consider if;
- 25.9.1. there is a significant age difference between the sender/receiver;
 - 25.9.2. there is any coercion or encouragement beyond the sender/receiver;
 - 25.9.3. the imagery was shared and received with the knowledge of the child in the imagery;
 - 25.9.4. the child is more vulnerable than usual i.e. at risk;
 - 25.9.5. there is a significant impact on the children involved;
 - 25.9.6. the image is of a severe or extreme nature;
 - 25.9.7. the child involved understands consent;
 - 25.9.8. the situation is isolated or if the image been more widely distributed;
 - 25.9.9. there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;

- 25.10. If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the academy.
- 25.11. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

26. Allegations against staff

- 26.1. All academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 26.2. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction¹¹
- 26.3. We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.
- 26.4. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal/Headteacher¹².
- 26.5. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)¹³ at the earliest opportunity and before taking any further action.
- 26.6. If the allegation made to a member of staff concerns the Principal/Headteacher, the person receiving the allegation will immediately inform the Chair of Governors/CEO of the Trust who will consult the LADO as in 23.6 above, without notifying the Principal/Headteacher first.
- 26.7. The academy will follow the Trust's procedures for managing allegations against staff as set out in their policy, procedures set out in Keeping Children Safe in Education (2021) and the Trust's Managing Allegations policy and procedures.
- 26.8. Suspension of the member of staff, excluding the Principal/Headteacher, against whom an allegation has been made, needs careful consideration, and the Principal/Headteacher will seek the advice of the LADO and an HR Consultant in making this decision.
- 26.9. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors/Trust CEO with advice as in 23.9 above.
- 26.10. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.
- 26.11. Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites. Further details around allegations against staff and agency can be found in appendix 10.

¹¹ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website.
¹² or Chair of Governors/Trust CEO in the event of an allegation against the Headteacher

27. Whistle-blowing

- 27.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 27.2. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.
- 27.3. poor or unsafe practice and potential failures in the academy's safeguarding arrangements. If it becomes necessary to consult outside the academy, they should speak in the first instance, to the LADO following the Whistleblowing Policy.¹⁴
- 27.4. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- 27.5. Whistle-blowing regarding the Principal/Headteacher should be made to the Chair of the Governing Body or the Trust CEO whose contact details are readily available from the academy/Trust website
- 27.6. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 27.7. **ALL** such events should be recorded and signed by a witness.
- 27.8. Staff who are likely to need to use physical intervention will be appropriately trained in 'Team Teach' technique.
- 27.9. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 27.10. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.¹⁵
- 27.11. This policy also links to our policies on:
 - *Behaviour / Anti-bullying*
 - *Staff Code of Conduct / Whistleblowing / Allegations against staff*
 - *Health & Safety*
 - *Attendance*

28. Mental Health

- 28.1. All staff at Thames View Junior school are 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.
- 28.2. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

- 28.3. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or deputy. This is reported via edukey and by speaking to the DSL or DDSL.

29. Low level concerns (LLC) about staff (KCSiE September 2021)

- 29.1. 'Low-level concern' does not mean it is insignificant, rather it means that behavior toward a child does not meet the threshold for a referral to the Local Authority Designated Officer (LADO) for harm.
- 29.2. At Thames View Junior school we recognise the possibility that adults working in schools may harm children, including governors, volunteers, supply staff, agency and teachers. Any concerns about the conduct of adults in the school should be taken to the headteacher without delay.
- 29.3. Any concern about the headteacher should go to the chair of Governors who can be contacted by the telephone number above.
- 29.4. Further information on LLC and allegations toward staff members can be found in appendix 10.

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

- ¹⁴ General guidance on whistleblowing can be found in the [Whistleblowing for Employees](#) guidance.
- ¹⁵ Guidance on Safer Working Practices is available on the DfE website

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- 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
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face

- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion 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, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- 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 (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- 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
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate

- or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Used as a scape-goat within the family
- Frozen watchfulness, particularly in pre-academy children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- 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

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause,
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from academy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 2

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally

- Voluntary decision
- Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Appendix 3

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- going missing from home or academy
- regular academy absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with academy, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records

- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.
- Inappropriate relationships with Peers

Appendix 4

Female Genital Mutilation (FGM)

Staff in schools are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 - Clitoridectomy – partial/total removal of clitoris

Type 2 - Excision – partial/total removal of clitoris and labia minora

Type 3 - Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 - All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried

out? Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)

- Child talks about going abroad to be 'cut' or to prepare for marriage
- Knowledge that the child's sibling has undergone FGM

Signs that may indicate a child has undergone FGM:

- Prolonged absence from academy and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /academies/colleges take action **without delay** and make a referral to children's services.

Appendix 5

Domestic Abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor. If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass.

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns call

Domestic Abuse Help-
line Phone **0808 2000
247**

Barking & Dagenham Domestic Violence Advocacy
Service Phone **0208 591 3498**

Victim Support Barking and Dagen-
ham Phone: **020 8550 2410 / 2807 /
7865**

Woman's Trust East
Phone: **020 7034 0303 or 020 7034 0304**

Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that academy staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

Appendix 7 Anyone has a concern

DSL: Alan Jacob

DDSL: Lianne Hawkins

DDSL: Leanne Francis

LADO: Mike Cullern
02082273934

Mike.Cullern@LBBd.gov.uk

Chair of Governors: Gillian Bratley
gillian.bratley@bdsip.co.uk

Concern is about a child. (in the event of FGM, Teachers contact the police and speak to the DSL)

Concern is about an adult working with children.

Concern is about the Headteacher.

Concern is raised to DSL or DDSL immediately and recorded onto Edukey.

Concern is raised to Headteacher and investigated

Chair of Governor:
Gillian Bratley

Local Authority Designated Officer (LADO):
Mike Cullern

REMEMBER:

1. Record **ALL** actions
2. Do **NOT** react
3. Do **NOT** probe
4. Note **ALL** observations & discussions
5. Keep evidence **SECURE**

DSL or DDSL reviews the concern and gather relevant information from multiple sources and makes a decision about the next step

No longer a concern. All information and actions taken recorded onto Edukey.

Refer the concern to Social Care

Discuss the concern with Parent/Carers

Monitor the child(ren)

Further information and conversation with Social care may prompt DSL to review with senior members of staff.

Further information from the parent will be considered and appropriate action taken.

Relevant adult asked to monitor the child and feedback to the safeguarding team.

MASH: 0208 227 3811
(4:45pm onward; 0208 594 8356)
MARF:
<https://www.lbbd.gov.uk/form/child-protection-referral-form>
Early Help:
<https://www.lbbd.gov.uk/early-help-for-professionals-working-with-children>

DSL or DDSL ensure Edukey is updated with actions (secure, confidential safeguarding file system)

NSPCC Whistleblowing Helpline: 0800 028 0285

Education Support Help Line: 08000 562 561

Appendix 8

Further advice on child protection is available from:
NSPCC:

<http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents)
<https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references

- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

- Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Appendix 10 Safeguarding allegations against staff

Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors, where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school.

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order

in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can

return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We

will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in

or on behalf of the school may have acted in a way that:

- › Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- › Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- › Being overly friendly with children
- › Having favourites
- › Taking photographs of children on their mobile phone
- › Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- › Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- › Empowering staff to share any low-level concerns
- › Empowering staff to self-refer
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- › Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will arrange for the collection of evidence where necessary by speaking:

- › Directly to the person who raised the concern, unless it has been raised anonymously
- › To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- › Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- › Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- › Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late

- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL [and deputy/deputies] will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Peer-on-peer abuse

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

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

- Bullying (including cyber-bullying, 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
- 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)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they 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.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (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
- 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

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their

belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors are expected to sign the visitors' inventory system and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

A non collected child includes any child that has not been picked up by the parent, guardian or any other authorised person. Any person attempting to pick up a child who has not been authorised by the parent via the authorisation system (see front office for an authorisation form) will not be released and classed as a 'non-collection' The procedures for a non collected child are as below:

If a child is not collected at the end of the session/day, we will:

Parents will be contacted

If there is no resolution reach then any authorised person on the MIS for that child will be contacted

After a period of time, if there is no resolution, the social services will be contacted via MASH and the incident will be require a MARF.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will implement the 'missing child from school policy' which includes:

School staff will contact home and try to contact the pupil via their mobile telephone if known. All available contact information will be explored as well as peers or siblings.

2.1 The staff will be broken into 3 teams, depending on the circumstances of the missing child. There will be a school based, external and admin group. All of these teams will have access to radios to communicate with the others. telephones will be used where necessary.

2.2 School based: This team will go around the school in a calm and professional manner methodically checking all rooms and crevices of the school repeatedly. This will include clubs, teacher's knowledge, staff and pupil toilets as well as any other establishment that may be using the premises at the time.

2.3 External: This team will explore the last whereabouts of the child if they were released before the child went missing. A dummy run of the route the child would take home will be conducted as well as exploration of popular meeting places around the area.

2.4 Admin: this team will check all available online systems for contacts, safeguarding records (DSL/DDSL), club registers, any siblings, peers as well as be instructed to contact the police.

If a child is missing then the children are gathered together and ratios of child to pupil are kept while the immediate area is searched by available staff after making initial contact with the police (no later than 2 minutes after the discovery). The trip organiser/ lead will coordinate this.

Senior leadership are contacted and the most senior will coordinate from the school. They will, along with the trip lead:

- The police are informed/updated

- Inform Parents
- Social services (if needed)
- Risk assess the child's vulnerability following section 1.2
- Make the decision as to whom will stay at the location to liaise with the police when they arrive.
- Establish the next steps with the remaining children.