



# St Cuthbert with St Matthias CE Primary School and Nursery

## Safeguarding and Child Protection Policy

**Adopted by the Governing Body December 2015**

**Revised June 2016**

**Agreed by FGB July 2016**

**Reviewed: FGB January 2019**

**Next Review: Spring 2020**

## 1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people the Governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

## 2. AIMS OF POLICY

- To raise the awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages; and
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

### Legislative framework

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

### **3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN**

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff:

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families' cultural and social backgrounds;
- Children must have the opportunity to express their views and be heard;
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child;
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and annual training; and
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

### **4. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER**

The Designated Safeguarding Lead (DSL) for this school is the Headteacher

Ms Gillian Putterill.

The Governing Body will ensure that the school has identified senior Designated Safeguarding Lead for safeguarding and child protection and that the Headteacher and Designated Senior Teachers undertake the following responsibilities:

- To ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB)
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection.
- To support and advise staff on child protection issues generally.
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors, learning mentors
- To maintain accurate and secure child protection records and send on to new schools (where relevant)
- To receive training every two years with an annual update

## **5. RESPONSIBILITIES OF SCHOOL STAFF**

- a. All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the senior designated safeguarding teacher(s) and other senior staff members.
- b. Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c. All school staff are expected to:
  - Be able to identify signs and symptoms of abuse
  - Identify children who would benefit from 'early help' intervention
  - Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members as appropriate and are able to clearly explain the role of the DSL
  - Know that Safeguarding is what we do for all children, whilst Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

- Clarify the difference between a ‘concern’ and ‘immediate danger’ or ‘at risk of harm’
- Be aware of the relevant local procedures and guidelines
- Be vigilant regarding peer-on-peer abuse and report appropriately
- Monitor and report as required on the welfare, attendance and progress of all pupils
- Keep clear, dated, factual and confidential records of child protection concerns
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records)

## 6. APPOINTMENT OF STAFF

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff, taking account of the Department of Education Statutory Guidance “Keeping Children Safe in Education” 2016 and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to an enhanced DBS check;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary
- Where agency supply cover teachers are used, the school business manager receives vetting information from the agency regarding the worker. There is a cross-checking of information when the worker arrives at the school.

## 7. ALLEGATIONS AGAINST STAFF

- a. The Governing Body recognises that, because of their daily contact with children in a variety of situations including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. The Governing Body further recognises that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expects all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Headteacher and/or the senior Designated Safeguarding and Child Protection Lead.

## 8. STAFF CONTACT WITH PUPILS

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school’s expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use\\_of\\_reasonable\\_force\\_-\\_advice\\_for\\_headteachers\\_staff\\_and\\_governing\\_bodies\\_-\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

## **9. PHOTOGRAPHY IN SCHOOL AND IN EYFS SETTING**

Children may be at risk when individual pupils can be identified in photographs. For that reason the governing body of St Cuthbert with St Matthias CE School make every effort to minimise risk. In the event of the inappropriate use of children's photographs, the Headteacher will inform the local Child Protection Officer and Social Services and / or the Police.

### **Camera Phones in Schools**

Staff may not take pictures of children on their mobile phones in school or on school trips. This needs to be done using school i-pads and/or cameras.

### **Filming Events**

It is usual for parents to take photographs and videos of children at school events such as the annual Nativity Play and Sports Day. Any objections to this policy should be addressed to the Head Teacher.

If children or parents have any concerns about inappropriate or intrusive photography, they should report them to the Head Teacher who would report them in the same manner as any other child protection concern.

## **10. STAFF TRAINING AND SUPPORT**

- a. The Governing Body recognises the importance of child protection training for Senior Designated Teachers and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority.
- b. The Governing Body expects the Headteacher and senior Designated Safeguarding Lead (s) to ensure that all school staff, including support and ancillary staff receive training in child protection annually and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice.
- c. The Headteacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the senior Designated Safeguarding Lead (s)
- d. The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Headteacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

## **11. CURRICULUM**

The Governing Body believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;

- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults; and
- Developing non-abusive behaviour between pupils

## **12. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

**The Governing Body recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The senior Designated Safeguarding Leads will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

## **13. CONFIDENTIALITY**

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

## **14. RECORD KEEPING AND REPORTS**

- a. The Governing Body expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b. The Governing Body further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

## **15. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER**

The Governing Body expects the Headteacher and Senior Designated teachers to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or

deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

## **16. COMMUNICATING POLICY TO PARENTS AND PUPILS**

- a. The Governing Body expects parents and pupils to be informed that the school has a child protection policy and is required to follow the LSCB Guidelines for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

## **17. NOTIFYING PARENTS**

- Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.
- Other staff will only talk to parents about any such concerns following consultation with the DSL.
- If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team or discuss with MASH (Multi Agency Safeguarding Hub)

## **18. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY**

The governors require the Headteacher to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

## **19. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES**

This child protection policy should be read in conjunction with other relevant school policies such as behaviour and discipline, anti-bullying and use of restraint and equality policies.



## **Appendix to Child Protection Policy: Specific safeguarding issues**

*This appendix is based on the advice in annex A of Keeping Children Safe in Education September 2018.*

### **Supplementary Guidance on Definitions and Indicators of Abuse**

#### **Neglect**

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

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

#### Physical Indicators of Neglect

(Many indicators listed in the physical abuse section can also indicate neglect.)

- Abandonment
- lack of shelter
- unattended medical and dental needs
- consistent lack of supervision
- ingestion of cleaning fluids, medicines, etc.
- consistent hunger
- nutritional deficiencies
- inappropriate dress for weather conditions
- poor hygiene
- persistent (untreated) conditions (e.g. scabies, head lice, diaper rash, or other skin disorders)
- developmental delays (e.g. language, weight)
- irregular or non-attendance at school or child care
- not registered in school
- not attending school
- underweight and is very small for their age
- if they are regularly left alone, or given responsibility for younger brothers or sisters

#### Behavioural Indicators of Neglect

- depression
- poor impulse control
- demands constant attention and affection lack of parental participation and interest
- delinquency
- misuse of alcohol/drugs
- regularly displays fatigue or listlessness, falls asleep in class steals food, or begs for food from classmate(s)
- reports that no carer or parent is at home
- frequently absent or late
- self-destructive
- drops out of school (adolescent)

- takes over adult caring role (of parent)
- lacks trust in others, unpredictable
- plans only for the moment

## **Physical Abuse**

Physical abuse includes hitting, shaking, kicking, punching, scalding, suffocating and other ways of inflicting pain or injury to a child. It also includes giving a child harmful substances, such as drugs, alcohol or poison. If a parent or carer reports non-existent symptoms of illness in a child, or deliberately causes illness in a child, this is also a form of physical abuse.

### Physical Indicators of Physical Abuse

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen, face
- Bruising which looks like hand or finger marks or have the shape of an object
- Cigarette burns, human bites
- Scalds and burns.
- Presence of several injuries (3+) that are in various stages of healing repeated injuries / accidents over a period of time
- Injuries not consistent with the child's age and development
- Bald patches on child's head where hair may have been torn out injuries where the child and parents' account of their happening differ

### Behavioural Indicators of Physical Abuse

- Child is sad, withdrawn or depressed
- Has trouble sleeping
- Behaves aggressively or is disruptive
- Shows fear of certain adults
- Has a lack of confidence and low self-esteem
- Uses drugs or alcohol
- Attempts to run away and reluctance of going home
- Stilted conversation, vacant stares or frozen watchfulness, no attempt to seek comfort when hurt
- Describes self as bad and deserving to be punished
- Cannot recall how injuries occurred, or offers an inconsistent explanation
- Wary of adults
- Often absent from school/child care
- May flinch if touched unexpectedly
- Displays indiscriminate affection-seeking behaviour
- Abusive behaviour and language in play
- Overly compliant and/or eager to please
- Poor sleeping patterns, fear of the dark, frequent nightmares
- Cries frequently
- Poor memory and concentration
- Suicide attempts

## **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities (Child Sexual Exploitation) including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Specific attention should be given to safeguarding arrangements where children are engaged in close one-to-one teaching, particularly in specialist performing arts and sports provision

### Physical Indicators of Sexual Abuse

- pain, itching, bruising or bleeding in the mouth or genital or anal areas
- genital discharge or urinary tract infections
- stomach pains or discomfort walking or sitting
- sexually transmitted infections
- fatigue due to sleep disturbances
- sudden weight change
- cuts or sores made by the child on the arm (self-mutilation)
- recurring physical ailments
- difficulty in walking or sitting
- torn, stained or bloody underwear
- pregnancy

### Behavioural Indicators of Sexual Abuse

In a younger child:

- sad, cries often, unduly anxious poor concentration
- inserts objects into the vagina or rectum
- change or loss of appetite
- sleep disturbances, nightmares
- excessively dependent
- fear of home or a specific place,
- excessive fear of men or women,
- lacks trust in others
- age-inappropriate sexual play with toys, self, others (e.g. replication of explicit sexual acts)
- age-inappropriate sexual language
- age-inappropriate, sexually explicit drawings and/or descriptions
- bizarre, sophisticated or unusual sexual knowledge
- reverts to bedwetting/soiling
- dramatic behavioural changes, sudden non-participation in activities
- poor peer relationships, self-image
- overall poor self-care
- absence from school
- child talks of receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person.

In an older child:

- sudden lack of interest in friends or activities

- fearful or startled response to touching
- overwhelming interest in sexual activities
- hostility toward authority figures
- fire setting
- need for constant companionship
- regressive communication patterns (e.g. speaking childishly)
- academic difficulties or performance suddenly deteriorates
- truancy and/or running away from home
- wears provocative clothing or wears layers of clothing to hide bruises (e.g. keeps jacket on in class)
- recurrent physical complaints that are without physiological basis (e.g. abdominal pains, headache, nausea)
- lacks trust in others
- unable to "have fun" with others
- suicide attempts
- drug/alcohol misuse
- poor personal hygiene
- promiscuity
- sexual acting out in a variety of ways

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs 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.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can 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.

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.

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.

#### Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

## **Sexting**

The incident should be referred to the DSL as soon as possible

- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual

Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13/18
5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

## **Emotional Abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### Physical Indicators of Emotional Abuse

- bedwetting and/or diarrhoea
- frequent psychosomatic complaints, headaches, nausea, abdominal pains

### Behavioural Indicators of Emotional Abuse

- mental or emotional development lags
- behaviours inappropriate for age
- fear of failure, overly high standards, reluctance to play
- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships
- severe depression, may be suicidal
- runaway attempts
- violence is a subject for art or writing complains of being left out
- contact is forbidden with other children low self esteem

### Indicators of Grooming Behaviour

Potential warning signs of grooming behaviour might include:

- A pupil receiving special attention or preferential treatment
- Excessive time spent alone with a pupil outside of the classroom
- Frequently spending time with a pupil in private or isolated areas
- Transporting a pupil possibly to or from school
- Making friends with a pupils parents and visiting their home
- Acting as a particular pupil's "listening ear"
- Giving small gifts, money, toys, cards, letters to a pupil
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a pupil
- Overly affectionate behaviour with a pupil
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a pupil
- Other pupils are suspicious and make jokes or references

## **Radicalisation**

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

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

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or

- cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology
- Using insulting to derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include;
  - physical or verbal assault or provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others

If you become aware of the indicators of any of these types of abuse you should share your concerns with the DSL. It is not your job to decide if abuse is taking place. It is your duty to pass on concerns to the DSL.

There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment
- Working in partnership with local authorities
- Awareness-raising amongst staff
- Protection from terrorist and extremist material when accessing the internet in school/college Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils' spiritual, moral, social and cultural (SMSC) development.
- These aspects are addressed through our PSHE policy

### Peer on Peer Abuse

- Children who abuse others, including those who sexually abuse/offend are likely to have considerable needs themselves and that they may pose a significant risk of harm to other children.
- Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.
- Such children are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.
- Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.
- To help minimise peer on peer abuse we run a weekly circle time programme in all classes, link with NSPCC for assemblies, run a mindfulness programme in school, have trained learning mentors who work with cause for concern children in our school.

There are also those who are at risk of abuse: Children whose situations do not currently fit the above categories, but where social and medical assessments indicate that they are of

significant risk of abuse. These could include situations where another child in the household has been harmed or the household contains a known abuser.

### **So-called ‘honour-based’ violence (including FGM and forced marriage)**

So-called ‘honour-based’ violence (HBV) 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 HBV 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 HBV 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 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.

### Action on FGM

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate

### **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 [fmfco.gov.uk](mailto:fmfco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Nationally, some 25% of all Safeguarding referrals originate from schools. It is therefore essential that school staff are aware of the issues and the procedures to be followed when there are concerns about abuse or neglect.

## **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.

## **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.

## **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' book 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 enhanced DBS check with barred list information 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**

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

- Endeavour to contact their parent/carer
- Contact one of two emergency numbers
- If no contact with either parent/carer or emergency contact, we will contact duty at social services

### **Links to further information on specific safeguarding topics**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and the NSPCC website.

Schools and colleges can also access broad government guidance on the issues listed below via the links to the GOV.UK website:

- child missing from education  
<https://www.gov.uk/government/publications/school-attendance>
- child missing from home or care  
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- child sexual exploitation (CSE)  
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- bullying including cyberbullying  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- domestic violence  
<https://www.gov.uk/domestic-violence-and-abuse>
- drugs  
<https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness  
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse  
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM)  
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>
- forced marriage  
<https://www.gov.uk/forced-marriage>
- gangs and youth violence  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youthviolence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youthviolence_and_gang_involvement_v3_March2015.pdf)
- gender-based violence/violence against women and girls (VAWG)  
<https://www.gov.uk/government/policies/violence-against-women-and-girls>
- mental health  
<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

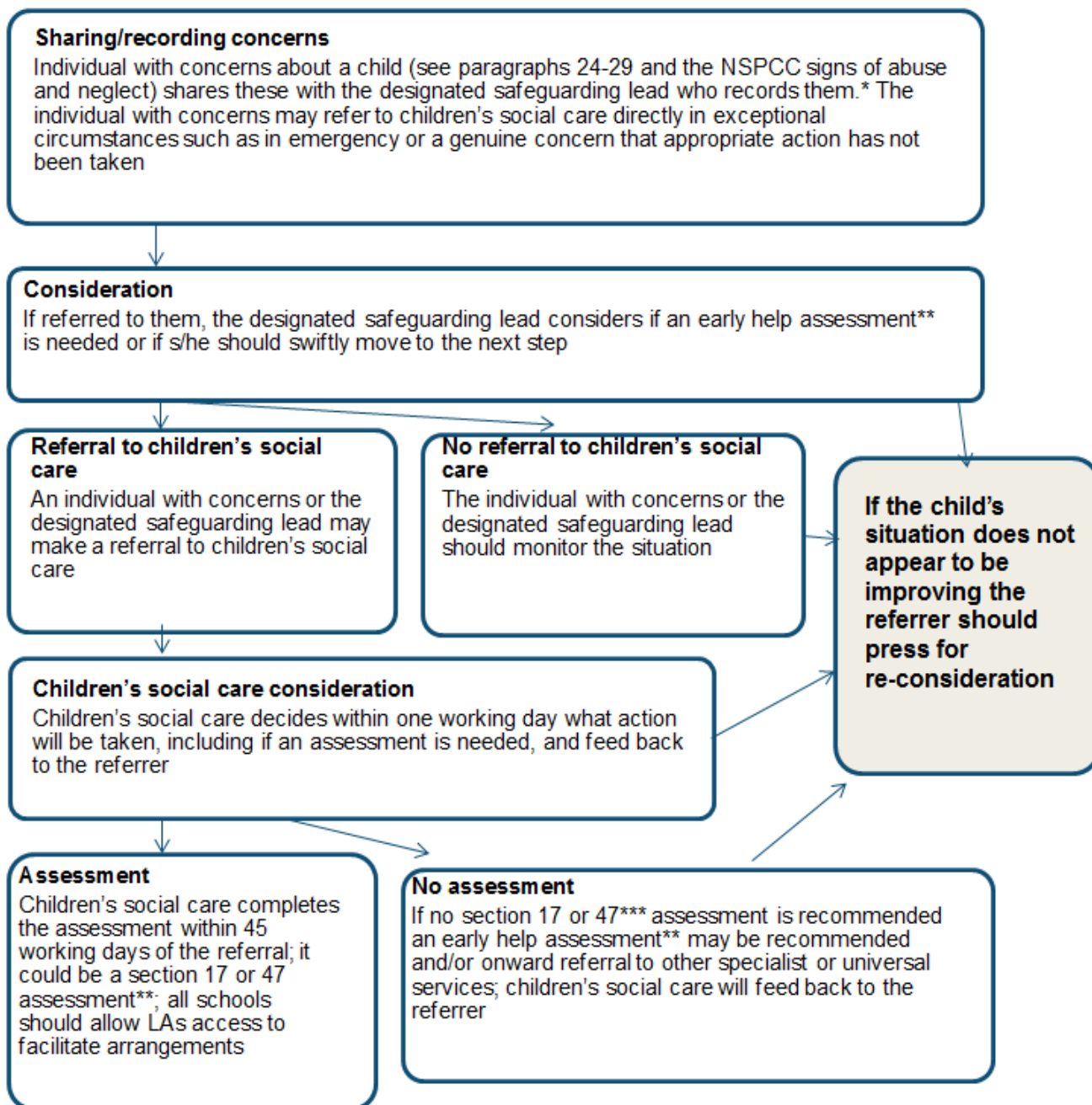
- private fostering  
<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- preventing radicalisation  
<https://www.gov.uk/government/publications/channel-guidance>
- sexting  
<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>
- teenage relationship abuse  
<https://www.gov.uk/government/collections/this-is-abuse-campaign>
- trafficking  
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

### **Action when a child has suffered or is likely to suffer harm**

(see following page)

## Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



**Key contact details Local authority:**

<p><b>Key contact details Local authority designated officer (LADO)</b></p>	<p><b>Kembra Healy</b> Local Authority Designated Officer Telephone: 07823 532 538 Email: <a href="mailto:kembra.healy@rbkc.gov.uk">kembra.healy@rbkc.gov.uk</a> <b>Kensington and Chelsea Duty Line</b> – Tel: 020 7361 3013 (Out of hours – 020 7361 3013)</p>
<p><b>Tri-Borough Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education:</b></p>	<p><b>Hilary Shaw</b> Tri-Borough Safeguarding and Child Protection Schools and Education Officer Telephone: 020 7598 4876 Mobile: 07817 365 519 Email: <a href="mailto:Hilary.Shaw@rbkc.gov.uk">Hilary.Shaw@rbkc.gov.uk</a></p> <p><b>Marissa Asli</b> Tri-Borough Safeguarding and Education – Liaison and Training Co-ordinator Telephone: 020 7598 4886 Mobile: 07739 315 432 Email: <a href="mailto:Marissa.Aslibangura@rbkc.gov.uk">Marissa.Aslibangura@rbkc.gov.uk</a></p>
<p>Tri-borough MASH Business Support Officer</p>	<p>Telephone: 020 7641 3991 Email: <a href="mailto:kduncan1@westminster.gov.uk">kduncan1@westminster.gov.uk</a></p>
<p><b>Tri-Borough PREVENT</b></p>	<p><b>Jake Butterworth</b> Bi-borough Prevent Officer – Counter Extremism Telephone: 020 8753 6918 Email: <a href="mailto:Jake.Butterworth@lbhf.gov.uk">Jake.Butterworth@lbhf.gov.uk</a></p>
<p><b>Local safeguarding children board (LSCB)</b></p>	<p><b>Alexandra Handford</b> Safeguarding Manager (Acting) Telephone: 0207 598 4638 Mobile: 07973 564580 Email: <a href="mailto:Alexandra.Handford@rbkc.gov">Alexandra.Handford@rbkc.gov</a> *Specialism: Child Sexual Exploitation</p> <p><b>Sarah Stalker</b> Family Support and Child Protection Adviser Telephone: 020 7598 4640 Mobile: 07971 322 482 Email: <a href="mailto:Sarah.Stalker@rbkc.gov.uk">Sarah.Stalker@rbkc.gov.uk</a> *Specialism: FGM Mon/Tues/Wed only</p> <p><b>Stacey Duncan</b> Family Support and Child Protection Adviser Telephone: 020 7854 5979 Mobile: 07896 271 561 Email: <a href="mailto:Stacey.Duncan@rbkc.gov.uk">Stacey.Duncan@rbkc.gov.uk</a> Thurs/Fri only</p>
<p><b>Disclosure and Barring Service (DBS)</b></p>	<p><b>Helpline:</b> 03000 200190 <b>Barring referrals:</b> <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a> PO Box 181, Darlington DL1 9FA 01325 953 795</p>
<p><b>Early Years</b></p>	<p>Early Years OFSTED Complaints Manager Royal Exchange Building St Anne's Square Manchester M2 7LA Tel: 08456014772. 08456404040</p>
<p><b>Childline</b></p>	<p>ChildLine Tel: 0800 1111 Chat online with a councillor: <a href="https://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx">https://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx</a></p>

	Create an online account with ChildLine: <a href="https://www.childline.org.uk/Talk/Pages/Email.aspx">https://www.childline.org.uk/Talk/Pages/Email.aspx</a>
<b>NSPCC</b>	NSPCC Tel: 0808 800 5000 Text: 88858 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a> Online: <a href="http://www.nspcc.org.uk/reportaconcern">www.nspcc.org.uk/reportaconcern</a> The NSPCC whistle-blowing helpline number 0800 028 02
<b>Early Help</b>	Tel: 020 7598 4608/ 020 7598 4601 Email: <a href="mailto:earlyhelp@rbkc.gov.uk">earlyhelp@rbkc.gov.uk</a>