

'Our school community is inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another with courage and compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'

Loving one another. Learning for our future.



St Cuthbert with St Matthias CE Primary School and Nursery

Safeguarding and Child Protection Policy

Adopted by the Governing Body December 2015

Agreed by FGB July 2016

Updated: Autumn 2022

Next Review: Spring 2024

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. The school is committed to promoting each child's welfare.

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, visitors, contractors, volunteers, temporary staff, 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.

As a school, we are committed to ensuring our PSHE curriculum includes the teaching of safeguarding:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support

2. AIMS OF POLICY

A. The aims of this policy are:

- i. 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;
- ii. 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;
- iii. To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
 - iv. To support pupils' development in ways which will foster security, confidence and independence;
 - v. To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
 - vi. To make appropriate links and reference to policies in related areas such as discipline and bullying; and
 - vii. To ensure that staff are trained to understand the steps that should be taken in the case of an allegation against staff members AND those that should be taken if the allegation is about the Headteacher.

3. Legislative framework

- A. This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (Sept 2022) 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
- The Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>
- The Human Rights Act 1998
- The London Child Protection procedures 2017
- The United Nations convention on the Rights of the Child 1992 <https://www.gov.uk/government/publications/united-nations-convention-on-the-rights-of-the-child-uncrc-how-legislation-underpins-implementation-in-england>

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

4. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

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

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

5. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER

- A. The Designated Safeguarding Lead (DSL) for this school is the Headteacher. Deputy DSL is a senior HLTA.
- B. The Governing Body will ensure that the school has identified a senior Designated Safeguarding Lead for safeguarding and child protection and that the Headteacher,

Designated Safeguarding Lead and Deputy Designated Safeguarding Lead undertake the following responsibilities:

- i. 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;
- ii. To ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- iii. To be responsible for **immediately** co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues;
- iv. 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;
- v. To ensure the school is represented at child protection case conferences and that written reports are provided as required;
- vi. To follow as appropriate recommendations made by Multi-agency Safeguarding partners;
- vii. To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection;
- viii. To support and advise staff on child protection issues generally;
- ix. To link with the Local Safeguarding Children Partnership (LSCP)
- x. To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors, learning mentors;
- xi. To maintain accurate and secure child protection records and send on to new schools (where relevant); and
- xii. To receive training every two years with an annual update.
- xiii. To understand that as part of Safer Recruitment and shortlisting processes, an online search may be being carried out as part of due diligence on the shortlisted candidates.

6. RESPONSIBILITIES OF SCHOOL STAFF AND GOVERNORS

- 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 reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be led to believe that they are creating a problem by reporting abuse, sexual violence or harassment.
- C. 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.

- D. All staff to be aware that being subjected to harassment, violence and or abuse, may breach children’s rights, as set out in the Human Rights Act.
- E. School staff must not unlawfully discriminate against pupils because of their **protected characteristics**. They should consider how they are supporting their pupils and students regarding to particular protected characteristics, including making **reasonable adjustments** for disabled pupils and students.
- F. School staff will share confidentially with DSL or Deputy, any low level concerns that have arisen, for example the ‘humiliating’ of pupils.
- G. All governors and trustees should receive appropriate safeguarding and child protection training at induction, and then at regular intervals. This will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding.
- H. Governors will ensure that DSL (s) will be given the additional time, funding, training, resources, and support needed to carry out the role effectively.
- I. All school staff are expected to:
- i. Be able to identify signs and symptoms of abuse and recognise that early information sharing is vital for effective identification, assessments and allocation of service provision
 - ii. Identify children who would benefit from ‘early help’ intervention
 - iii. 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
 - iv. 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.
 - v. Clarify the difference between a ‘concern’ and ‘immediate danger’ or ‘at risk of harm’.
 - vi. Be aware of the relevant local procedures and guidelines.
 - vii. Be vigilant regarding peer-on-peer abuse and report appropriately.
 - viii. Monitor and report as required on the welfare, attendance and progress of all pupils.
 - ix. Keep clear, dated, factual and confidential records of child protection concerns.
 - x. 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).

- xi. Ensure children's concerns are listened to and appropriate action taken (worry boxes, trusted adults, circle times, open door policies).
- xii. Report concerns to Children's Social Care and when doing so consider contextual safeguarding.

7. EARLY HELP

- A. Our school recognises that effective early help relies upon local organisations and agencies working together to identify children and families who would benefit from early help, undertake an assessment of the need for early help and provide targeted early help services to address the assessed needs of a child and their family, which focuses on activities to improve the outcomes for the child.
- B. In our school all staff know how to identify these needs and report to DSLs for DSLs to take the lead.
- C. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:
 - i. children with disabilities, additional needs, and certain health conditions, including those with special educational needs of young carers
 - ii. children who have a mental health need
 - iii. children who are at risk of honour-based abuse
 - iv. children who have a parent in prison or affected by parental offending
 - v. children who are missing from education
 - vi. children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
 - vii. children who frequently go missing from home, school or care; o children who are misusing drugs or alcohol;
 - viii. children at risk of exploitation through modern slavery and trafficking;
 - ix. children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
 - x. children who have returned home from care;
 - xi. children who show early signs of abuse or neglect;
 - xii. children at risk of radicalisation;
 - xiii. privately fostered children.
- D. Where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the school.
- E. If the child requires an early help service from another agency, the school/college will make a referral to the Early Help service (via the Child and Family Contact team) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

- F. Where the child is receiving an Early Help service, the school will work as part of the Team around the Child and take up the role of lead professional where this is appropriate.
- G. Early Help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given making a referral for a statutory social work service.
- H. School staff will ensure that information will be with the right people within and between agencies.

8. APPOINTMENT OF STAFF

- A. 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 2022” and will observe the following safeguards:
 - i. 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;
 - ii. That all references will be taken up and verified by telephoning referees;
 - iii. That a reference will always be obtained from the last employer;
 - iv. That at interview candidates will be asked to account for any gaps in their career/employment history;
 - v. That candidates will be made aware that all staff are subject to an enhanced DBS check;
 - vi. That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary
 - vii. 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.
 - viii. Volunteers are risk assessed through DBS checks or a LDBS Risk Assessment procedure.

9. 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, including allegations against the Headteacher. This will initially mean a discussion with the Headteacher and/or the senior Designated Safeguarding and Child Protection Lead.
- C. Should there be a safeguarding concern regarding the headteacher, this should be made with the Chair of Governors.

STAFF CONTACT WITH PUPILS

- A. 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 use of social media (ICT User Agreement) the DfE Guidance regarding reasonable force:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

10. ONLINE SAFETY

- A. We are committed as a school to ensuring our children are safe online. We monitor online activity in school and follow up any concerns that may arise from home online activity by our children.
- B. We are committed to teaching children to be age-appropriately vigilant regarding the increasing risks while using technology; young people can be both victims and perpetrators of abuse
- C. We provide workshops for parents around online safety and raise issues with children in PSHE lessons. We have an Online Safety policy and children and staff and children sign an acceptable use set of statements.
- D. We follow DfE guidance on Teaching Online Safety in School Teaching Online Safety in School .
- E. Our Online Safety Policy is included in the Induction pack. Online safety is a key part of our PSHE curriculum.
- F. Online safety has high profile in our newsletters over the school year, with links to useful resources and websites share with parents.

11. EYFS

- A. Legal and policy framework
 - i. As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child

protection duties set out in the Childcare Act 2006 and related statutory guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

- B. The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.
- C. All safeguarding and child protection policies will apply equally to children in EYFS settings so far as they are relevant to that age group. In addition:
- i. Parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile.
 - ii. Parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared.
 - iii. Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose.
 - iv. Staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.
 - v. Notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the EYFS setting.
- D. Suitable people:
- i. The school will follow the safe recruitment policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications
 - ii. Staff policies will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice
 - iii. Whenever an allegation is made against a member of staff in the early years setting, the school will follow "Guidance of the management of an allegation against a member of staff" and LDBS 'Disciplinary Procedure' policy.
 - iv. Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher

E. Staff training, skills and supervision. The school will ensure that:

- i. all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy
- ii. all policies referenced in this policy will apply equally to early years staff
- iii. all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- iv. all early years staff are able to communicate effectively in English both orally and in writing
- v. a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips
- vi. each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child

F. Staff ratios. The school will ensure that:

- i. staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe
- ii. parents are kept informed of staff members and numbers
- iii. children are kept within staff sight and hearing at all times
- iv. For reception classes:
 - a. class sizes will be limited to 30 pupils
 - b. classes will be led by a qualified teacher supported by suitably qualified support staff
- v. For Nursery classes:
 - a. for children aged three and over in maintained nursery schools and nursery classes in maintained schools there must be at least one member of staff for every 13 children
 - b. at least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002
 - c. at least one other member of staff must hold an approved level 3 qualification
- vi. For before and after school provisions, schools will decide how many staff will be required for adequate supervisions based on the age and needs of the children attending

G. Health. The school will:

- i. Promote the health of children attending the early years provision
- ii. Take necessary steps to stop the spread of infection

- iii. Administer medicines only in line with the school's policy
- iv. Take appropriate action where children are ill
- v. Ensure any meals provided are nutritious and prepared in a hygienic manner
- vi. Notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days

H. Health and safety and suitability of premises

- i. The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.
- ii. The school has specific policies for ensuring that records of parents' details and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

I. Additional procedures EYFS and EYFS outdoor risk assessments

- i. Personal mobile phones or cameras owned by members of staff are not to be used in the school or at school events to take images or make any form of recording of children. School cameras or recorders only are to be used and images used only for school purposes: e.g. assessment, sharing with parents (including on school website with appropriate permissions), recording pupils' work.
- ii. Visitors, including parents, are asked not to use mobile phones when visiting classrooms.
- iii. Children's phones must be kept in school office – children do not have access to phones during school day.
- iv. EYFS curriculum documents and plans- supporting children to learn how to assess risk and keep themselves safe
- v. Collection/drop off of children.
 - 1. This applies in detail to our reception class, but in principle to all the children in the school.
 - 2. Particular attention is paid to the safety of children in our care during drop off and pick up from school.
 - 3. Children remain in the care of their parents/carers until the bell rings and children line up and enter the classroom.
 - 4. An adult will stay on the door of the classroom while the playground gate is open (or the door will be closed and secured if there is any risk of children exiting) to ensure that all children in the line enter

the classroom and that no children go back out into the playground once they have entered the classroom.

5. At the end of the day children are dismissed one at a time to a known parent/carer at the door.
6. We ask parents to provide us with names and contact details for the adults who regularly pick children up on each day and to let us know any changes. This is usually communicated to the adults in the classroom via the home-school book or purple form if a message is coming from the office during the day. If there is any doubt about the adult picking up a child, confirmation will be sought by telephone from the usual parent/carer.
7. Children move around the school site with an adult at the beginning and end of the line and/or are head counted to check everyone is present at all times.

J. Managing behaviour

- i. The school will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened.
- ii. The school will be vigilant regarding the monitoring of pupil attendance and any children not attending without notice. We will follow this up in line with Children Missing in Education procedures.
- iii. The Curriculum in early years promotes children's understanding of how to keep themselves safe from relevant risks. This is monitored across the curriculum

12. PHOTOGRAPHY IN SCHOOL AND IN EYFS SETTING

- A. 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.
- B. 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.
- C. 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 Headteacher. Parents are requested not to upload photographs onto social media.
- D. If children or parents have any concerns about inappropriate or intrusive photography, they should report them to the Headteacher who would report them in the same manner as any other child protection concern.

13. 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 Diocese or 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.
- E. The school holds the appropriate information on agency vetting. The school inducts all temporary staff through Child Protection training. Enhanced DBS checks for volunteers are always taken.

14. CURRICULUM

- A. 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):
 - i. Developing pupil self-esteem;
 - ii. Developing communication skills;
 - iii. Informing about all aspects of risk;
 - iv. Developing strategies for self-protection;
 - v. Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults; and
 - vi. Developing non-abusive behaviour between pupils

15. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

- A. 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.

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

16. LOOKED AFTER and PREVIOUSLY LOOKED AFTER CHILDREN

- A. The school recognises that these pupils often have vulnerabilities and will work to support as and when appropriate. This would include working with carers and Virtual Schools.

17. MENTAL HEALTH and WELL-BEING

- A. Everyone has mental health. Our school will ensure that we have a proactive view to address and maintain positive mental health. The Headteacher is the Mental Health lead, supported by Mental Health First Aiders in SLT. Through the RSE Policy we address mental health for pupils. Through whole school initiatives we ensure a proactive approach to maintaining positive health for staff and pupils. KCSiE 2022 identifies the link between safeguarding and mental health.
- B. Pupils will be taught to understand healthy relationships both on and off line through the RSE curriculum.
- C. We will aim to prevent poor mental health through PSHE, support, addressing of bullying safe spaces and work-life balance.
- Indicators of Poor Mental Health:
Anorexia & Bulimia, Thoughts of Suicide, Depression, Anxiety, Eating Disorders. Considerations should also include Grief and Adverse Childhood Experiences.
- D. Through implementation of medical safeguarding practices, we will ensure that our pupils and staff have medical well-being. Our school community will adhere to government and NHS guidance to ensure that all on site are safeguarded.

<https://www.nhs.uk/>

<https://www.nhs.uk/live-well/eat-well/>

<https://www.nhs.uk/conditions/>

<https://www.nhs.uk/nhs-services/urgent-and-emergency-care-services/when-to-use-111/>
<https://www.annafreud.org/about-us/>
<https://mindup.org/>

18. CONFIDENTIALITY

- A. 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.

19. 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. They will contain a clear and comprehensive summary of the concern, details of follow-up and resolution for the child. 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.

20. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

- A. 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.

21. 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 Multi-agency Safeguarding Partner 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.

22. NOTIFYING PARENTS

- A. 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.

- B. Other staff will only talk to parents about any such concerns following consultation with the DSL.
- C. 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 LSCP (Local Safeguarding Children's Partnership).

23. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY

- A. 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. Staff have an opportunity to evaluate the quality of systems through staff survey and this policy is monitored and reviewed accordingly.

24. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

- A. 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, RSE 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 2022.

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) not necessarily involving violence, 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. We are committed to supporting victims of abuse: victims will not be blamed or shamed.

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 (CSE)

Child sexual exploitation 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 / Sharing nudes and semi-nudes: how to respond to an incident (overview)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

NB: It is an offence to possess, take, pass or make an indecent image of a child

- An 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:

- The incident involves an adult
- 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)
- 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
- The imagery involves sexual acts and any pupil in the imagery is under 13
- 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 pupil's 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

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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.

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
 - o physical or verbal assault
 - o provocative behaviour
 - o damage to property
 - o derogatory name calling
 - o possession of prejudice-related materials
 - o prejudice related ridicule or name calling
 - o inappropriate forms of address
 - o refusal to co-operate
 - o attempts to recruit to prejudice-related organisations
 - o 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

Child-on-child Abuse

Child-on-child abuse is the consistent and deliberate actions of a person, or group of people, which are designed to hurt the person at whom they are directed. Child-on-child abuse can also take place in intimate and personal relationships between peers. In line with 'Keeping Children Safe in Education (KCSIE) 2022, we recognise that children and young people are capable of abusing their peers. 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 child-on-child 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.

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 fmf@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Upskirting

'Upskirting' is a criminal offence. This typically involves the taking of a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. We will follow safeguarding procedures to respond to disclosures about 'upskirting'.

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 nonstandard 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 (CCE)

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

What is a gang?

The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs.¹

- Peer group

A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.

- Street gang

"Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity."

- Organised criminal gangs

"A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation'."

It's not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

What is County Lines?

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs. This can include:

- Airbnb and short term private rental properties
- budget hotels
- the home of a drug user, or other vulnerable person, that is taken over by a criminal gang- this may be referred to as cuckooing

Signs of cuckooing

If a child has been trafficked for the purpose of criminal or sexual exploitation then they are a victim of abuse. Find out more about child trafficking and what support is available.

How are young people recruited?

A child or young person might be recruited into a gang because of where they live or because of who their family is. They might join because they don't see another option or because they

feel like they need protection. Children and young people may become involved in gangs for many reasons, including:

- peer pressure and wanting to fit in with their friends
- they feel respected and important
- they want to feel protected from other gangs, or bullies
- they want to make money, and are promised rewards
- they want to gain status, and feel powerful
- they've been excluded from school and don't feel they have a future

Organised criminal gangs groom children and young people because they're less suspicious and are given lighter sentences than adults.

Studies show that a child is more at risk of being recruited if:

- they've been excluded from school
- they have special education needs
- there are problems at home like neglect, domestic abuse or sexual abuse
- they have problems with their mental health
- they live in existing gang territory

If you're worried a child or young person is being groomed for criminal exploitation or to join a gang, contact our helpline immediately. Our trained counsellors can signpost you to local services and provide professional advice.

Signs of criminal exploitation

There are some signs to look out for if you're worried a child or young person has joined a gang, or is being criminally exploited. It might be hard to spot at first, but the sooner you're able to talk to the young person the more you'll be able to help them.

Signs you may notice

- Frequently absent from and doing badly in school.
- Going missing from home, staying out late and travelling for unexplained reasons.
- In a relationship or hanging out with someone older than them.
- Being angry, aggressive or violent.
- Being isolated or withdrawn.
- Having unexplained money and buying new things.
- Wearing clothes or accessories in gang colours or getting tattoos.
- Using new slang words.
- Spending more time on social media and being secretive about time online.
- Making more calls or sending more texts, possibly on a new phone or phones.
- Self-harming and feeling emotionally unwell.
- Taking drugs and abusing alcohol.
- Committing petty crimes like shop lifting or vandalism.
- Unexplained injuries and refusing to seek medical help.
- Carrying weapons or having a dangerous breed of dog.

Dangers of criminal exploitation

It's important to be aware of the risks of criminal exploitation or being involved with a criminal gang. They can use different tactics to recruit and exploit children and young people, including bribing them with rewards, befriending them, and threatening them, or coercing them.

Dangers of criminal exploitation include:

- being subject to threats, blackmail and violence

- being exploited and forced to commit crimes
- being arrested, including for crimes committed by the gang that they have not directly committed under the law of joint enterprise
- not being able to leave or cut off ties with the gang
- having their safety or the safety of friends and family threatened
- risk of physical harm, rape and sexual abuse
- risk of emotional abuse
- risk of severe injury or being killed
- abusing drugs, alcohol and other substances
- long term impact on education and employment options

Exploiting a child into committing crimes is abusive. Children who are targeted can also be groomed, physically abused, emotionally abused, sexually exploited or trafficked. However, as children involved in gangs often commit crimes themselves, sometimes they aren't seen as victims by adults and professionals, despite the harm they have experienced. It's important to spot the signs and act quickly if you think a child is being groomed or is becoming involved with a gang.

Carrying weapons

It's against the law to carry a weapon – like knives, guns or acid – even if it's meant for protection. If someone is found with a weapon they'll be arrested. The safest thing to do if there's a threat is to contact the police, not to carry weapons for self-defence.

If you're concerned about a child's safety, contact the police immediately or contact our helpline for advice.

What to do if you're worried

There are things you can do to help stop a child from getting involved in a gang, or to help them once they've joined.

- Talk to them and listen
- Be aware
- Ask for support
- Encourage a change

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

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_youth_violence_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>
- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- 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-beentrafficked-practice-guidance>

Action when a child has suffered or is likely to suffer harm - see following page

1. 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.
2. Where a child is investigated by the police following an incident, an appropriate adult will accompany them.

<https://www.rbkc.gov.uk/kb5/rbkc/fis/advice.page?id=JlJU667kOLI>

Take Action with a concern about a pupil

- Report via the pink concern form to DSL or deputy DSL

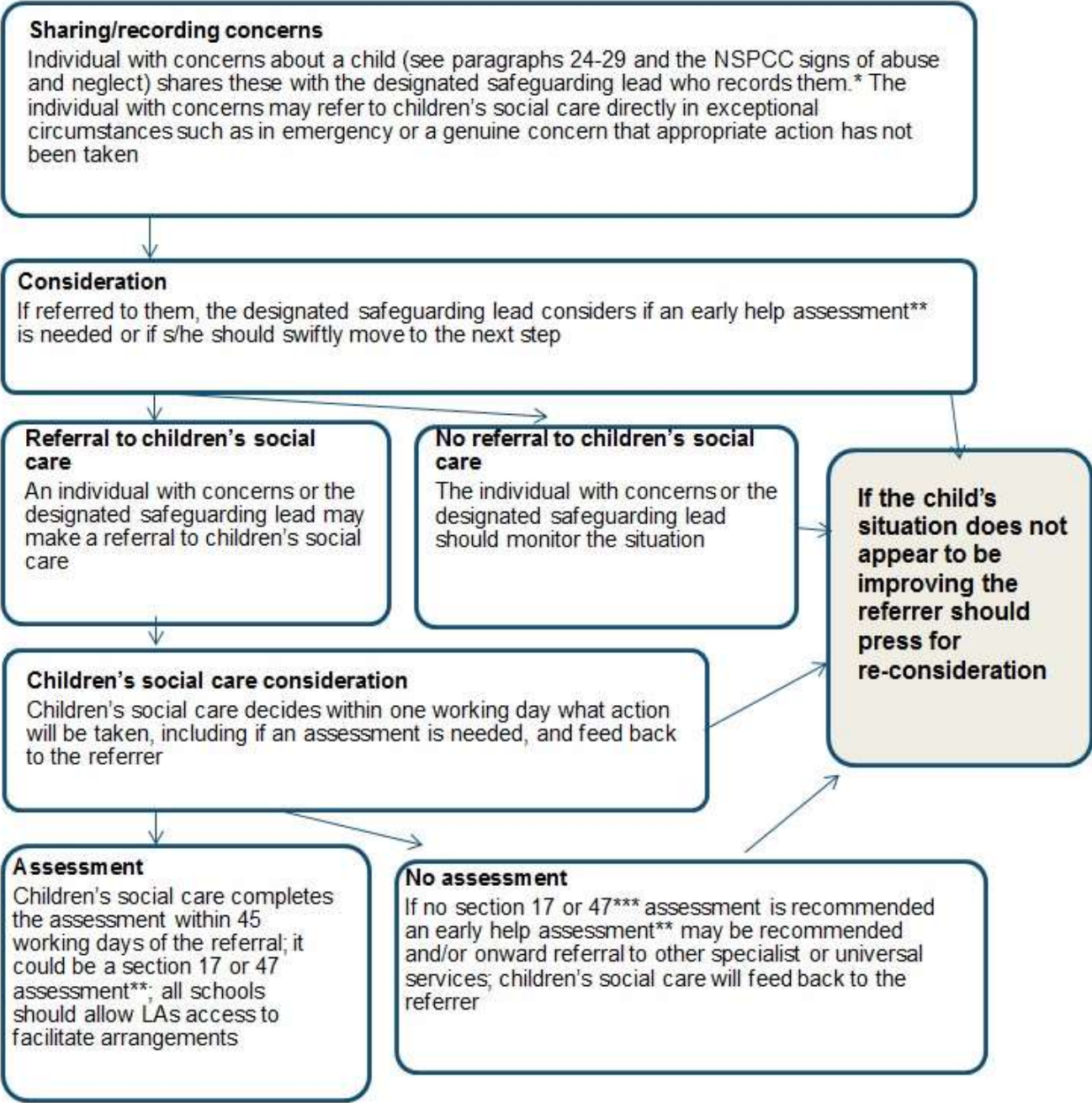
Take action with a concern about a staff member

- Report via email or in person to the Headteacher gillian.putterill@scwsm.rbkc.sch.uk

Take action with a concern about the Headteacher

- Report via email or in person to the Chair of Governors Hamish.adourian@scwsm.rbkc.sch.uk





Key contact details Local authority:

<p>Key contact details Local authority designated officer (LADO)</p>	<p><i>Aqualma Daniel</i> Safer Organisations Manager & Local Authority Designated Officer (LADO) RBKC and Westminster Royal Borough of Kensington and Chelsea / City of Westminster Tel : 07870481712 Email Aqualma.Daniel@rbkc.gov.uk</p>
<p>Tri-Borough Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education:</p>	<p><i>Hilary Shaw</i> Tri-Borough Safeguarding and Child Protection Schools and Education Officer Telephone: 020 7598 4876 Mobile: 07817 365 519 Email: Hilary.Shaw@rbkc.gov.uk</p>
<p>Tri-borough MASH Business Support Officer</p>	<p>Telephone: 020 7641 3991 Email: kduncan1@westminster.gov.uk</p>
<p>Tri-Borough PREVENT</p>	<p>Bi-borough Prevent Officer – Counter Extremism Telephone: 020 8753 6918</p>
<p>Safeguarding Children Partnership (LSCP)</p>	<p>https://www.rbkc.gov.uk/lscb/sites/default/files/atoms/files/LSCP%20Multi-Agency%20Safeguarding%20Children%20Arrangements.pdf</p>
<p>Disclosure and Barring Service (DBS)</p>	<p>Helpline: 03000 200190 Barring referrals: dbsdispatch@dbs.gsi.gov.uk PO Box 181, Darlington DL1 9FA 01325 953 795</p>
<p>Early Years</p>	<p>Early Years OFSTED Complaints Manager Royal Exchange Building St Anne's Square Manchester M2 7LA Tel: 08456014772. 08456404040</p>
<p>Childline</p>	<p>ChildLine Tel: 0800 1111 Chat online with a councillor: https://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx Create an online account with ChildLine: https://www.childline.org.uk/Talk/Pages/Email.aspx</p>
<p>NSPCC</p>	<p>email: help@nspcc.org.uk https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicatedhelplines/whistleblowing-advice-line/ Call 0800 028 0285 Dedicated Helpline: EVERYONE's INVITED: 0800 136 663</p>
<p>Early Help</p>	<p>Tel: 020 7598 4608/ 020 7598 4601 Email: earlyhelp@rbkc.gov.uk</p>

APPENDIX: COVID-19

Following the lockdown of schools from March 2020, we will take steps to ensure that our children and staff are supported to the best of our ability in the following ways:

- reflecting that staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures
We will keep regular contact with EHCP children and their families, children on our CP register and any vulnerable children and their families, all children via class emails and/or telephone contact on a weekly basis, all staff members on a regular basis. Any concerns will be followed up by SENCO, DSLs, class teachers or Headteacher.
- what staff and volunteers should do if they have any concerns about a child, including new concerns where children are returning
Any concerns will be reported to the DSLs, SENCO or Headteacher. We have regular contact with the local authority safeguarding team and concerns will be raised in this forum, or via routine channels.
- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns, including new concerns where children are returning
All staff are in regular contact with the SENCO, Headteacher and DSL. We have a policy of immediate action following raised concerns and this will not change.
- reflecting (where resources allow) that DSLs (and deputies) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return
Our DSL has been on rota to support children through the lockdown period and has been allocated time for this role.
- reflecting the importance of ensuring relevant safeguarding and welfare information held on all children (including returning children) remains accurate. Schools and colleges (led by the DSL or deputy) should be doing all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns
The deputy DSL has been keeping contact with families and Social Services contacts to be up to date with all relevant information.
- DSL (and deputy) arrangements
The DSL has been meeting regularly via virtual meetings with RBKC safeguarding teams. The DSL has been in contact with families of vulnerable children.
- peer on peer abuse - given the different circumstances schools and colleges are operating in, a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)
We have been sending links to useful websites for parents to access information about online safety. We have uploaded useful links onto our website. We have reminded families of the importance to monitor online safety in their homes via regular emails being sent out from school.

- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)

We will follow routine procedure for action should we have a concern regarding a volunteer or staff member.

- the approach to protecting vulnerable children (see below for further details on vulnerable children)

We make regular contact with families via telephone. We keep regular contact with social workers of families in our school via email. This follow-up is routine for our DSLs during lockdown. We raise any concerns with RBKC safeguarding at virtual meetings. We make provision over a holiday period for any vulnerable child for whom we feel this may be useful by linking with holiday provision (Venture) or school provision during holiday period.

- what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed (see below for further details covering online safety)

We have been sending links to useful websites for parents to access information about online safety. We have uploaded useful links onto our website. We have reminded families of the importance to monitor online safety in their homes via regular emails being sent out from school.

- any updated advice received from the local safeguarding partners. DSLs (or deputies) should be leading the school or college's input into the local arrangements

Our DSL has regular virtual meetings with RBKC safeguarding team

- any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

Our Headteacher, SENCO, and DSL are following updated advice from DfE and RBKC and making arrangements accordingly. This includes provision for our LAC child. We are having regular contact with the TAC for this LAC child via virtual meetings and via email.

- the continued importance for school and college staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare **partners**

We are keeping constant contact with TAC for our LAC child. We have made provision for holidays and we have made provision for him in school during lockdown.

**We have uploaded onto our website a variety of useful links for parents on an ongoing basis during the lockdown period. These include the DfE links that have been provided on an ongoing basis. We have alerted parents via letter, email and school comms text of any new information on our website.*