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Roe Green Infant School Child Protection & Safeguarding Policy

Signed.....

Dated.....

*Proud to be.... Respectful, Resilient, Trustworthy, Safe & Healthy, Positive, Creative
An achiever, Independent, Honest and Friendly.*

1. Introduction

- The governors and staff of Roe Green Infant School have a statutory duty to safeguard and promote the welfare of children as described in **section 157** of the **Education Act 2002**. This policy has been developed in accordance with the principles of the **Children Act 1989** and **2004** and has due regard to the government guidance: **Working together to safeguard children'2023** **'What to do if you're worried a child is being abused' 2015**, **'Keeping children safe in education DFE September 2024'** as the safety and protection of children is of paramount importance to everyone in this school.
- At Roe Green Infant School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.
- Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.
- We will provide help and support to meet the needs of children as soon as problems emerge.
- We will always act in the best interest of the child.
- protecting children from maltreatment, inside or outside the home, including online.
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

In addition, we will abide by the child protection procedures of our Local Safeguarding Children Board. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- ❖ To support the child's development in ways that will foster security, confidence and independence
- ❖ Staff should share any concerns they have with the Designated Safeguarding Lead.
- ❖ However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being neglected or abused, exploited or neglected and/or they may not recognise their experiences are harmful. This experience should not prevent staff from having a professional curiosity and speak to the DSL.
- ❖ To raise the awareness of both teaching, administrative and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- ❖ To provide a systematic means of monitoring children known or thought to be at risk of harm.
- ❖ To emphasise the need for good levels of communication between all members of staff.
- ❖ To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse?
- ❖ To develop and promote effective working relationships with other agencies, especially the Police and Social Services

- ❖ To ensure that all adults within our school, who have access to children, have been checked as to their suitability.
- ❖ Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- ❖ All staff are aware of their statutory responsibilities with respect to safeguarding
- ❖ Staff are properly trained in recognising and reporting safeguarding issues

Context - Safeguarding legislation and guidance

- [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](#)
- This policy also complies with our funding agreement and articles of association
- https://assets.publishing.service.gov.uk/media/65803ff395bf65000d7191a2/Working_together_to_safeguard_children_2023

- ❖ Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- ❖ The statutory guidance Keeping Children Safe in Education September 2024 is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011.
- ❖ Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This document contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply in order to keep children safe. It should be read alongside statutory guidance 'Working together to safeguard children 2023,' and departmental

advice 'what to do if you are worried a child is being abused 2015' - Advice for practitioners.

- ❖ All staff must read at least Part One of this guidance and staff have been trained in relation to KCSIE 2024 guidance.
 - ❖ DFE guides that support children in the court system, one for 5 to 11 year olds (HM Courts and Tribunals Service, 2017a)
- Copies of these key documents are available electronically. In Teachers Standards - Policies - Safeguarding and are referred to and copies given as part of induction training.
- ❖ The Teacher Standards 2012 state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
 - ❖ In the UK, more than 51,510 children are annually subject to a child protection plan (NSPCC - 2020).
 - ❖ Available online at: <https://www.gov.uk/government/statistics/characteristics-ofchildren-inneed-2019-to-2020>
 - ❖ Research suggests that up to two children a week die from abuse and neglect and one child in five is exposed to domestic abuse in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) is a growing problem and disabled children are three times more likely to be abused and neglected. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk.
 - ❖ It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns.
 - ❖ Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

2. Definitions

Safeguarding and promoting the welfare of children means:

Protecting children from maltreatment, inside or outside the home or online.

Preventing impairment of children's mental and physical health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

Providing help and support to meet the needs of children as soon as problems emerge.

Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment and exploitation of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse, exploitation and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (Brent)

A clinical commissioning group for an area within the London borough of Brent

The chief officer of police for a police area in the LA area of London Borough of Brent.

3. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

Have special educational needs (SEN) or disabilities or health conditions (see section 10)

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

Are asylum seekers

Are at risk due to either their own or a family member's mental health needs

Are looked after or previously looked after

Are missing from education

Whose parent/carer has expressed an intention to remove them from school to be home educated

2a. Procedures

Our school procedures for safeguarding children will be in line with national legislation and Local Authority (LA) and Local Safeguarding Children Board (LSCB) procedures. We will ensure that:

- ❖ We have a designated member of the Senior Leadership Team, who undertakes regular training. *
- ❖ We have 1 other members of the SLT. Deputy DSL, who will act in the designated teacher's absence. She also undertakes regular training. *

- ❖ The Governing Board have a responsibility to safeguard and promote the welfare of children, according to the statutory guidance Keeping Children Safe in Education (KCSIE). The Board has delegated **Karuna Khan** to be their Safeguarding Governor.
- ❖ All members of staff develop their understanding of the signs and indicators of abuse.
- ❖ All staff have a responsibility of safeguarding pupils.
- ❖ All members of staff know how to respond to a pupil who discloses abuse.
- ❖ All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

* Designated Safeguarding Lead – Mrs. Marina Aziz. maziz@rgreeninf.brent.sch.uk 020 8204 3531

* Deputy DSL. – Mrs. Nicole Lobo. nlobo@rgreeninf.brent.sch.uk 020 8204 3531

Our procedures will be regularly reviewed and up-dated at least annually.

All new members of staff will be given a copy of our staff handbook which tells them that all child protection/safeguarding concerns go directly to the designated Child Protection/ Safeguarding staff member.

All staff visitors, contractors, volunteers and students will be given a leaflet / information Sheet of our Safeguarding policy and procedures.

3. Responsible Roles:

The Head teacher Nicole Lobo will

- ❖ ensure the implementation of this policy, all procedures and other related policies.
- ❖ ensure everyone connected with the school is aware of this policy.
- ❖ work closely with the Designated Safeguarding Lead and nominated governor for child protection.
- ❖ ensure the DSL role is stipulated in the Job Description and the DSL has a copy.
- ❖ ensure there is adequate cover when the Designated Safeguarding Lead is unavailable.
- ❖ provide adequate resources for the Designated Safeguarding Lead to undertake her role.
- ❖ ensure DBS checks are undertaken for everyone working in regulated activity with children in the school.
- ❖ ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures.
- ❖ ensure that all new staff undertake induction training in child protection procedures and are given a copy of the "Keeping Children safe in Education "September 2024."
- ❖ regularly report to the School Governing Body and keep them updated about child protection issues (maintaining confidentiality).
- ❖ undertake training in safeguarding and child protection at least annually and is regularly updated.
- ❖ provide leadership and vision in respect of equality.
- ❖ Provide guidance, support and ensure all staff are adequately trained and updated at least annually.

- ❖ liaise with Local Authority Designated Officer if there any allegations against a member of staff.
- ❖ ensure the curriculum equips children to keep themselves safe, actively promotes equality and diversity and fundamental British values, tackles bullying and discrimination and ensures the current and changing risks to children are addressed.
- ❖ work with Designated teacher and virtual school head teachers to ensure LAC fulfil their full academic potential.

The Safeguarding Governor Karuna Khan will

- ❖ work closely with the Headteacher and the Designated Safeguarding Lead.
- ❖ ensure policies and systems fulfil all Safeguarding and child protection responsibilities and are consistent with the Local Safeguarding Children Board procedures.
- ❖ ensure everyone connected with the school is aware of this policy.
- ❖ take responsibility for the oversight of procedures relating to those of the LSCB where there are allegations against the Headteacher.
- ❖ ensure recruitment of school staff and volunteers is in line with the Safer Recruitment policy.
- ❖ undertake safeguarding training that is regularly updated.

The Designated Safeguarding Lead Marina Aziz

- ❖ will ensure that parents are aware of this policy and that it is available via the school website.
- ❖ will respect parents and children's privacy.
- ❖ will respect families from different backgrounds and cultures as long as it does not put the child at risk.
- ❖ when making a referral will share all information with parents unless it places the child at risk, hamper a criminal investigation or in cases of suspected sexual abuse or fabricated and induced illness.

Multi - Agency meetings

The Designated Safeguarding lead will attend or ensure the school is represented at:

- ❖ all Child protection Case Conferences (with other appropriate members of staff).
- ❖ all Core Group meetings once a child has a Child protection Plan,
- ❖ Team around the Child (TAC), Child in Need (CIN), and (LAC) looked after children or any other professional meetings.
- ❖ on rare occasions if attendance is not possible a report will be provided.

The designated staff member is responsible for the following.

- ❖ Adhering to the statutory framework **KCSIE** doc September 2024, LA and school procedures with regard to referring a child if there are concerns about possible abuse.
- ❖ Keeping written or electronic records of concerns about a child even if there is no need to make an immediate referral.
- ❖ Ensuring that staff are using the **CPOMS** software to refer any safeguarding concerns immediately to the DSL.
- ❖ Ensuring that all such records are separate from pupil records and kept confidentially in a secure (i.e. locked) designated cabinet/cupboard, accessible through the DSP (Designated Senior Person for Child Protection) or the Headteacher.
- ❖ Ensuring that an indication of further record keeping is marked on the pupil records.
- ❖ Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services.

- ❖ Work closely with teacher for Looked After children (LAC) and virtual schools head teachers to ensure LAC reach their full potential
- ❖ Ensuring that safeguarding is taught as part of a broad and balanced curriculum.
- ❖ Ensuring the safeguarding and child protection policies account for child-on-child abuse, additional safeguarding challenges for children with special educational needs and disabilities (SEND), and honour-based violence.
- ❖ Supporting staff with using CPOMS (online reporting tool for entering concerns and disclosures to the DSL. Linked to the school)
- ❖ Work with the IT manager to ensure that the school's filtering & Monitoring systems are functional and effective.

Role of Staff / Volunteers,

- ❖ Should recognise child protection is everyone's responsibility.
- ❖ treat children's welfare with utmost importance.
- ❖ encourage self-esteem and self-assertiveness, foster positive relationships between children and staff.
- ❖ be aware of changes in behaviour (consider abuse and neglect as possible reasons for this) and the behaviour management policy.
- ❖ be aware of the background of the children in their care (as appropriate and on a need-to-know basis).
- ❖ be aware of this policy and all other safeguarding policies and procedures during induction, the staff handbook and training.
- ❖ be responsible for reading chapter one of 'Keeping children safe in education' September 2024, Appendix A 'further information' and 'What to do if you're worried a child is being abused' 2015.
- ❖ be aware of the names of the designated safeguarding lead and staff providing cover and understand the role of the DSL.
- ❖ be trained in identifying signs of harm and abuse and the effects of abuse and neglect on children at least annually which will be updated regularly as necessary.
- ❖ be alert at all times to the signs of abuse namely **physical, emotional, sexual or neglect**. Have an understanding of why pupils with **SEND** are more vulnerable to abuse and neglect.
- ❖ know how to report any suspected case of harm or abuse and make a referral themselves to social care.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

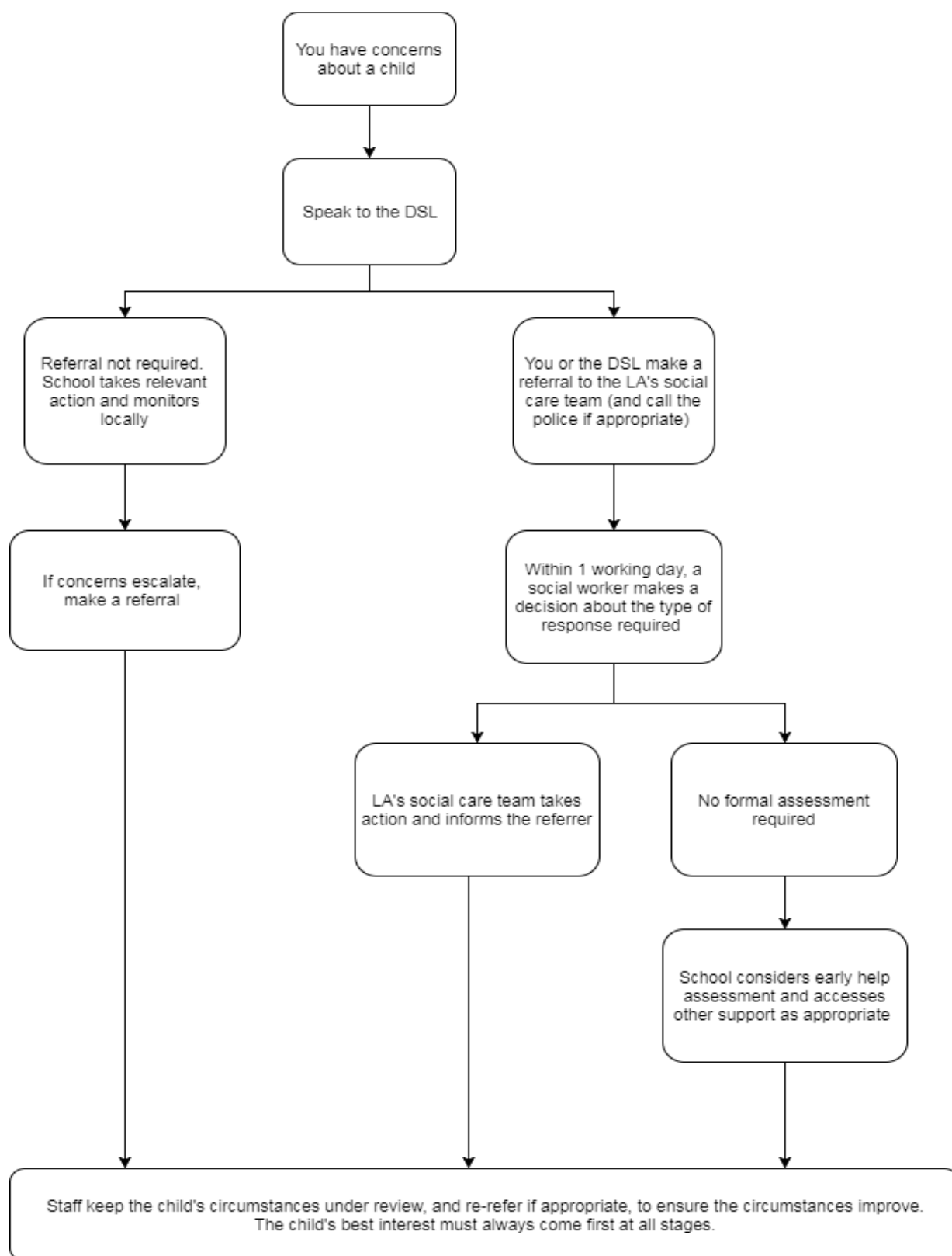
- That additional barriers can exist when recognising abuse and neglect in this group of children.
 - These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

At Roe Green Infant School, we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example,

- We have the Evergreen set up twice a week for the SEND children.
- A new room called the Woodlands has been created for the SEND children to go to and work in quietly.
- We have a purposefully built Soft play room.
- We provide Speech & language support

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)(Note - if the DSL is unavailable, this should not delay action).



❖ respond immediately to any child.

- ❖ report any concerns to the designated safeguarding leader or those providing cover via CPOMS immediately. In exceptional circumstances any member of the staff can make a referral and should know how to do this.
- ❖ be kept up to date with changes and procedures.
- ❖ ensure that they conduct themselves correctly at all times, maintain professional boundaries and do not put themselves or others at risk.
- ❖ report and deal with all incidents of discrimination.
- ❖ report any concerns about the conduct of other staff and volunteers to the Headteacher and know how to contact the chair of the school's governing body with concerns about the Headteacher.
- ❖ receive support or counselling if they feel distressed from being involved with a case or incident.

Role of Pupils, who should

- ❖ Follow school rules, core values and ethos, including management of their own feelings and behaviour, and around bullying, and how they relate to others.
- ❖ Be made aware of basic safeguarding procedures in school such as visitors signing in and wearing badges.
- ❖ Learn how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media.
- ❖ Through personal, social, moral, cultural and spiritual development, including through access to cultural experiences so that they are well prepared to respect others and contribute to wider society and life in Britain today.
- ❖ Know who to speak to in school if they have concerns of their own or about others.

The School Council will be involved in:

- ❖ discussing aspects of this policy during the school year.
- ❖ surveying the children to ensure they feel safe and know who to talk to in school about concerns.
- ❖ every year the school council together with the designated safeguarding lead will ask the views of KS1 pupils by issuing a questionnaire regarding how safe they feel.

Role of parent / carers

- ❖ who will be asked to work closely with the school to establish excellent home - school partnership.
- ❖ know that the school will always act in the best interests of the child.
- ❖ made aware that the school has a responsibility for the welfare of all our pupils.
- ❖ made aware through the school booklet that the school has a duty to involve social care if the school has concerns about a child.
- ❖ be aware they will be informed of any actions the school takes involving their child(ren) unless to do so could put their child at greater risk.

The school will provide a well-being questionnaire twice a year to ask Parents about their child's safety and well-being.

. Reporting Concerns:

If a child makes a disclosure, then the member of the school personnel must:

- ❖ listen to the pupil
- ❖ remain calm
- ❖ offer reassurance
- ❖ not ask the child to remove or adjust clothing if bruises are observed
- ❖ not ask leading questions
- ❖ let the pupil speak freely
- ❖ accept what has been told to them without challenge
- ❖ not offer opinion or criticize or lay blame
- ❖ not promise confidentiality but inform them that other people need to be told
- ❖ ❖ record accurately and factually what the child has said in note form using the child's own words
- ❖ record observed injuries or bruises on a map of the body (but not take photographs)
- ❖ submit a concern sheet form to the Designated Safeguarding Lead who will seek advice from Social care / MASH

The Designated Safeguarding Lead will then:

- ❖ decide whether to take this referral further or to monitor the situation.
- ❖ inform the person making the initial referral of his / her decision.
- ❖ prepare in readiness for a case conference / core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents / carers

If a parent makes a disclosure to school, then the designated safeguarding lead:

- ❖ should meet with the parent taking down all details.
- ❖ will ensure the parent that the school will take the matter seriously that she will take the advice from the Designated Officer in the local authority (LADO) about the disclosure.
- ❖ will get back to the parent on a need to know basis.

Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions 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 condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

- ❖ We offer extra pastoral support for these pupils. This includes:
- ❖ Weekly / fortnightly pastoral support for the promotion of positive emotional and mental well-being of the pupils by our mental health lead.
- ❖ Weekly RRSA assemblies and direct work with pupils using the Jigsaw scheme for teaching PSHE.
- ❖ Weekly speech & language support
- ❖ Timetabled SEND support Weekly timetabled EAL intervention

5. Children who are absent from School

- ❖ A child going missing from education (particularly on repeat occasions) is a potential indicator of abuse or neglect and may also be an indicator of travelling to conflict zones, sexual exploitation, FGM and forced marriage.
 - ❖ School will inform the local authority of any pupil who fails to attend school regularly, or has been absent for a continuous period of 10 days or more.
 - ❖ We monitor attendance carefully and address poor and irregular attendance without delay.
 - ❖ We will always follow up with parents/carers when pupils are not at school.
 - ❖ This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.
 - ❖ In response to the guidance in Keeping Children Safe in Education (2024) the school has:
 - Staff who understand what to do when children do not attend regularly
 - ❖ Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
 - ❖ Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
 - ❖ Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - ❖ move away from the school's location
 - ❖ remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded
 - ❖ We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.
 - ❖ When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.
- Procedures will be in place for 'unexplainable and/or persistent absences from education.'
- Data protection
- The updated guidance recommends that education professionals read the DfE Guidance and the working to safeguard children 2023

EARLY HELP

Professionals should be alert to the need for early help

- A child who is frequently missing/goes missing from education, home or care has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody or is affected by parental offending.

6. Female Genital Mutilation

- ❖ At Roe Green School we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.
- ❖ It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.
- ❖ At Roe Green Infant School, we have a **mandatory duty** to report concerns we have about girls at risk of FGM to the police and social services.

7. Bullying

At Roe Green Infant School, pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

- ❖ Our policy on bullying is set out in a separate policy and acknowledges that bullying is completely unacceptable and will be dealt with appropriately.

Child on Child Abuse

- ❖ All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse.
- ❖ This is most likely to include Cyber bullying, gender based violence, sexual abuse and sexting. Staff should follow the above policies and procedures for any report of child on child abuse.

Sexting

- ❖ All staff should be aware that sexting is illegal for children under the age of 18 and that any such incidents are dealt with in a calm and quiet way.
 - If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.
 - You must **not**:
 - View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
 - Delete the imagery or ask the pupil to delete it
 - Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
 - Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
 - Say or do anything to blame or shame any young people involved

- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

8. Online safety and use of Mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

9. Filtering and Monitoring needs to be included in:

- the DSL's role;
- ❖ staff training (as does an expectation that they have also received training in cyber-security);
- ❖ any risk management plans for vulnerable children;
- ❖ Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. **Monitoring can include**
- ❖ Physical monitoring
- ❖ Live software monitoring
- ❖ Monitoring user logs
- ❖ Monitoring individual devices
- ❖ We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.
- ❖ Each year (at least) our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.
- ❖ All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns
- ❖ All our staff have taken part in annual cybersecurity training

10. Honour based Violence

- ❖ If a disclosure regarding Honour based violence is made, all staff are aware that this is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. Staff should immediately report this to Marina Aziz

11. Child Sexual Exploitation

❖ The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;

- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

CCE (Child criminal exploitation) and CSE(Child sexual exploitation) 'may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'.

12. Criminal Child Exploitation

- ❖ Information about Child Criminal Exploitation can be found in KCSIE (2024) page 125.

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of **CCE**:

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

13. County Lines

- ❖ County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

- ❖ Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

- ❖ Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. See KCSIE (2024) page 126.

14. Upskirting

- ❖ which typically involves taking 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; •

15. Private Fostering

- ❖ All staff have a duty to inform children's services and their designated safeguarding lead if they become aware of a private fostering arrangement for a child in their care.

16. Supporting Children

- ❖ We recognise that a child who is abused or witness's violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- ❖ We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- ❖ **We recognise that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.**

Our school will support all pupils by:

- ❖ encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- ❖ promoting a caring, safe and positive environment within the school;
- ❖ liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- ❖ notifying Social Services as soon as there is a significant concern; and
- ❖ providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

17. Training

Training organised or approved by the Designated Safeguarding lead will take place for all school staff, volunteer helpers and governors:

- ❖ On induction to the school
- ❖ During Early Careers Teachers induction
- ❖ Throughout the academic year

All school staff must undertake training appropriate to their role at least annually and regularly updated;

- ❖ Child protection issues
- ❖ Restraint training
- ❖ Recognising signs of abuse
- ❖ Understand the reasons disabled children are more susceptible to abuse
- ❖ Handling disclosures
- ❖ Female genital mutilation (FGM)

- ❖ Peer on peer abuse (including sexting)
- ❖ Honour based violence
- ❖ Radicalization & Prevent
- ❖ Child Sexual Exploitation (CSE)
- ❖ County lines
- ❖ Domestic abuse (See separate policy)

18. Physical Intervention

- ❖ Our policy on physical intervention by staff is set out in the school Control & Restraint Policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- ❖ We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

19. Supporting Staff

- ❖ We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- ❖ We will support such staff by providing an opportunity to talk through their anxieties with the designated staff member and to seek further support as appropriate.

20. Out-of-school Providers

- ❖ When our school hosts out-of-school providers on their premises, we will ensure that the provider meets the guidance in 'Keeping Children Safe during community activities, after-school clubs and tuition' (DfE, 2020).
- ❖ We will follow our own safeguarding and child protection procedures where we have concerns about the out-of-school provider. This may include contacting the local authority designated officer in the case of concerns about adults.
- ❖ whilst the provider is responsible for their own safeguarding and child protection policies and procedures, we may refer any concerns we have about the provider to the local authority.

20. Allegations against staff

We understand that a pupil may make an allegation against a member of staff.

- ❖ If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- ❖ The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO), Cecilia Gabriel - (0208 937 2974), email:Cecilia.Gabriel@brent.gov.uk.

If the allegation made to a member of staff concerns the Headteacher, the designated staff member will immediately inform the Chair of Governors who will consult with the LAs Lead Officer for Child Protection/Safeguarding.

- ❖ The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

- ❖ Our school has processes and procedures in place to manage any safeguarding concerns about staff members (including supply staff, volunteers, and contractors).
- ❖ If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then: this should be referred to the headteacher (KCSIE September 2023).

21. Retention, Archiving and transfer of safeguarding records.

- ❖ The school should retain the record for as long as the pupil remains at the school.
- ❖ If the pupil transfers to another school, the school will transfer the child protection file to the next school. It should be forwarded to the new school without delay, separate from their main pupil file. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. Custody of, and therefore responsibility for, the records passes to the school the pupil transfers to.
- ❖ A copy of the child protection file will be kept until the receiving school has confirmed receipt. Once confirmation is received the copy will be shredded, unless legal proceedings are ongoing. A record must be kept of date confirmation received and date copy shredded.
- ❖ When a pupil reaches statutory school leaving age, the last school attended should keep the child protection file until the pupil's 26th birthday.

22. Confidentiality and Security of Information

- ❖ All matters relating to child protection are confidential;
- ❖ School personnel have a professional responsibility to share information with other professionals who are investigating a case of significant harm and must abide by the government guidance 'information sharing' 2015;
- ❖ parents are made aware of any intention to refer their child to Social Care unless to do so would put the child at greater risk of harm, or impede a criminal investigation and Social care are consulted if we are not sure.
- ❖ A child, when confiding information to a member of staff, must be aware that or the child's own sake this information cannot be kept secret;
- ❖ The child must be reassured that the information will be shared with the Designated Safeguarding Lead who will decide what will happen next;
- ❖ The Headteacher or Designated Staff Member will disclose any information about a pupil to other members of staff on a need-to-know basis only.

23. Racist Incidents

- ❖ Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

24. Prevent Duty

- ❖ At Roe Green Infant School, we build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We provide a safe

space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

- ❖ The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

25. Code of conduct - Whistle-blowing

- ❖ We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- ❖ All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Low level concerns -

Ensuring their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others

- empowering staff to share any low-level safeguarding concerns (see below)
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- handling and responding to such concerns sensitively and proportionately when they are raised, and
- helping identify any weakness in the school or colleges safeguarding system.

Sharing low-level concerns

Our Safeguarding policy contains a procedure for sharing confidentially such concerns which are clear, easy to understand and implement.

All low-level concerns are shared initially with the DSL or with the headteacher. matter for the school or college to decide. If the former, then the DSL should inform the All the low-level concerns will be addressed in a timely fashion according to the nature of each particular low-level concern.

The headteacher/principal should be the...

- ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns may wish to consult with the DSL and have a more collaborative decision-making approach.
- Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.
- If we are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we should consult with the LADO.
- At Roe Green Infant School, we ensure we create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they

consider falls below the expected professional standards.

26. Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- ❖ Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- ❖ Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- ❖ The Jigsaw curriculum for Personal, Social, Health and Citizenship Education (PSHCE), equips children with the skills they need to stay safe from harm and to know to whom they should turn for help.

27. Health & Safety

- ❖ Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips, and visits.
- ❖ Update guidance and practical support on specific safeguarding issues, listed in the Keeping Children Safe in Education Document, September 2024.

28. The DSL and [deputy]

The DSL and [deputy] will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

29. Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

30. Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

31. Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

32. Monitoring arrangements

This policy will be reviewed **annually** by Marina Aziz (Designated Safeguarding Lead). At every review, it will be approved by the full governing board.

33. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Safer handling
- Staff handbook [behaviour/code of conduct]
- Complaints
- Health and safety
- Attendance
- E-Safety
- User agreement
- Mobile phone use
- Equality
- Relationships education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children

SignedDesignation.....Date.....

Reviewed:		Action:	
Reviewed;		Action:	
Reviewed;		Action:	

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

Seeing or hearing the ill-treatment of another

Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

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

Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

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

Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

Protect a child from physical and emotional harm or danger

Ensure adequate supervision (including the use of inadequate care-givers)

Ensure access to appropriate medical care or treatment

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

Appendix 2: safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

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

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

Advertising

When advertising roles, we will make clear:

Our school's commitment to safeguarding and promoting the welfare of children

That safeguarding checks will be undertaken

The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children

Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)

Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

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

Consider any inconsistencies and look for gaps in employment and reasons given for them

Explore all potential concerns

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

Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information

Sign a declaration confirming the information they have provided is true

Seeking references and checking employment history

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

When seeking references, we will:

Not accept open references

Liaise directly with referees and verify any information contained within references with the referees
Ensure any references are from the candidate's current employer and completed by a senior person.
Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations

Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed

Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children

Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate

Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this

Explore any potential areas of concern to determine the candidate's suitability to work with children

Record all information considered and decisions made

Pre-appointment vetting checks

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

New staff

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

Verify their identity

Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:

- For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
- For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

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

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

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

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

There are concerns about an existing member of staff's suitability to work with children; or

An individual moves from a post that is not regulated activity to one that is; or

There has been a break in service of 12 weeks or more

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

We believe the individual has engaged in [relevant conduct](#).

We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

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

An enhanced DBS check with barred list information for contractors engaging in regulated activity

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

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

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

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

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

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

Trainee/student teachers

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

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

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

Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

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

Governors

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

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

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

Identity

Right to work in the UK

Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

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

Adults who supervise pupils on work experience

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

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the

work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Appendix 3: allegations of abuse made against staff

Section 1: allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education. Amend or add to this as applicable to reflect your own approach.

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

Behaved in a way that has harmed a child, or may have harmed a child, and/or

Possibly committed a criminal offence against or related to a child, and/or

Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or

Behaved or may have behaved in a way that indicates they may not be suitable to work with children - this includes behaviour taking place both inside and outside of school

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

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors [in independent schools: proprietor] where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

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

Suspension of the accused until the case is resolved

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

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

Redeployment within the school so that the individual does not have direct contact with the child or children concerned

Providing an assistant to be present when the individual has contact with children

Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the [local authority/academy trust]

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

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:
Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below

Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer - for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. [Add further information here about the support available to individuals in your context, such as who they can turn to for advice - trade union representatives, or a colleague, for example - and any school/local authority/trust arrangements for welfare counselling or medical advice]

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child - no information will be shared regarding the staff member)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

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

Additional considerations for supply teachers and all contracted staff

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

We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

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

Timescales

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

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

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

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

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

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

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

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

Unsubstantiated, unfounded, false or malicious reports

If a report is:

Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

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

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

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

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

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

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

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

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious

Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

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

This will include consideration of (as applicable):

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

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

Non-recent allegations

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

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

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

Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

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

Concerns may arise through, for example:

Suspicion

Complaint

Disclosure made by a child, parent or other adult within or outside the school

Pre-employment vetting checks

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

Definition of low-level concerns

The term 'low-level' concern is any concern - no matter how small - that an adult working in or on behalf of the school may have acted in a way that:

Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**

Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

Being overly friendly with children

Having favourites

Taking photographs of children on their mobile phone

Engaging with a child on a one-to-one basis in a secluded area or behind a closed door

Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

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

We will create this culture by:

Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others

Empowering staff to share any low-level concerns.

Empowering staff to self-refer

Addressing unprofessional behaviour and supporting the individual to correct it at an early stage

Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

Directly to the person who raised the concern, unless it has been raised anonymously

To the individual involved and any witnesses

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

Keeping Children Safe in Education also links to this report for more information [Developing and implementing a low-level concerns policy: A guide for organisations which work with children](#)

Record keeping

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

Records will be:

Kept confidential, held securely and comply with the DPA 2018 and UK GDPR

Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority

Retained at least until the individual leaves employment at the school

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

References

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

The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or

The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 4: specific safeguarding issues

Children missing from education

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

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

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

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

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

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

Child criminal exploitation

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

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

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

Indicators of CCE can include a child:

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

Regularly missing school or education

Not taking part in education

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

Child sexual exploitation

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

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

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

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

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

Having an older boyfriend or girlfriend

Suffering from sexually transmitted infections or becoming pregnant

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

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Secondary schools add: Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#)

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

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

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

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

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

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

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

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

FGM

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

Indicators that FGM has already occurred include:

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

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"

- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation - for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

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

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

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

The DSL will:

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

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- › Refusal to engage with, or becoming abusive to, peers who are different from themselves
- › Becoming susceptible to conspiracy theories and feelings of persecution
- › Changes in friendship groups and appearance
- › Rejecting activities they used to enjoy
- › Converting to a new religion
- › Isolating themselves from family and friends
- › Talking as if from a scripted speech
- › An unwillingness or inability to discuss their views
- › A sudden disrespectful attitude towards others
- › Increased levels of anger
- › Increased secretiveness, especially around internet use
- › Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- › Accessing extremist material online, including on Facebook or Twitter
- › Possessing extremist literature
- › Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour - staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including [list any relevant policies here - for example you may cover this in your curriculum policy, behaviour policy, online/e-safety policy, and/or others].

Child -on-child abuse

Can take on different forms of abuse among children.

Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

Abuse in intimate personal relationships between children.

Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)

Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

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

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

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

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

Between 2 children of any age and sex

Through a group of children sexually assaulting or sexually harassing a single child or group of children

Online and face to face (both physically and verbally)

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

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

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

Staff should be aware of the importance of:

Challenging inappropriate behaviours

Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

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

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

Serious violence

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

Increased absence from school

Change in friendships or relationships with older individuals or groups

Significant decline in performance

Signs of self-harm or a significant change in wellbeing

Signs of assault or unexplained injuries

Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

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

Being male

Having been frequently absent or permanently excluded from school

Having experienced child maltreatment

Having been involved in offending, such as theft or robbery

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

Checking the identity and suitability of visitors

Adapt this section to reflect procedures in your setting.

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 appropriate level of DBS check has been carried out

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

Non-collection of children

We will follow our school policy and procedures, after calling all the numbers provided on the Emergency contact form, we will then call the Brent Family Front Door.

Missing pupils

The attendance officer will complete a Child Missing in Education form, notify will notify the EWO.

Follow the School's attendance policy and procedures.