Keeping Children Safe:

Safeguarding and Child Protection Policy

Normand Croft Community School

An International Family of Learners

Agreed and adopted by:	Full Governing Body
Date:	November 2023
Next review:	November 2024
Policy revisions :	

Key Safeguarding Contact Information

The Designated Safeguarding Leads (DSL) at this school are:

Katrine Bulley & Michelle How

At present, our Deputy Designated Safeguarding Lead is:

Emma Bird

The governor responsible for safeguarding is:

 Martin De-Ville

The deputy governor for safeguarding is:

Matt Mason

The school nurse is:
Jocelyne Kain

The above persons should ensure that all staff in the school read at least Part 1 of the guidance and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of the current guidance Keeping Children Safe in Education (KCSiE) Statutory Guidance. Governors are also expected to read the whole document annually and in particular, Part 2, including the full DSL job description in Annex C

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

Both the DSLs and the deputy attend refresher courses as required, but at least annually to ensure they remain up to date with best practice and to keep up with developments relevant to their role.

The Local Safeguarding Children Partnership includes the three statutory partners (local authorities, clinical commissioning groups and police)
The partners meet once a quarter to review the work of the partnership and the subgroups and any new and emerging themes and concerns. The partners attending must be from leadership level and be able to:
• speak with authority for the agency or organisation they represent
• take decisions on behalf of their agency or organisation
• hold their own agency or organisation to account
• give delegated authority to anyone attending in their place
The LSCP will also have the flexibility to co-opt other relevant professionals to attend in order to discuss certain agenda items as and when appropriate.

Key Contact numbers and details

For more information, to ask for an assessment or to tell family services (social care) if you are worried about the welfare of a child call our duty service (front door) on 020 8753 6610.

familyservices@lbhf.gov.uk

Non emergency Police number for FGM reporting: 101

NSPCC whistleblowing helpline (8am-8pm Mon-Fri)

Phone: 0800 028 0285
Email: help@nspcc.org.uk

See appendix A for further information about our approach to safeguarding.

Any reference to parent(s) should be taken to include carer(s)

Safeguarding refers to what we do for all children. **Child protection** refers to the procedures we use for children at risk of significant harm or who have been harmed.

1. Introduction & Rationale for Policy

a. In line with the Government's vision for all services for children and young people and the Department for Education's current version of Keeping Children Safe in Education, the governors and all school staff recognise that children have a fundamental right to live and learn in a safe environment and to be protected from harm.

b. The Department for Education has published an updated version of the statutory guidance Keeping Children Safe in Education which revises and replaces the previous guidance. This policy and associated guidance is our school response to the current version of this statutory guidance (see appendix B).

c. This policy includes new or more detailed information on safeguarding issues and in particular how our school will respond to child on child sexual violence and sexual harassment including the following:

    i. how our school should respond to incidents of sexual violence and sexual harassment, including upskirting and hazing/initiation ceremonies, emphasising the need for effective training and policies in schools and colleges

    ii. the need for risk assessments in school following reports of incidents of sexual violence or sexual harassment

    iii. the action needed to support victims and alleged perpetrators of sexual violence or harassment.

    iv. the guidance adds further information on the management of safeguarding in a school, including emphasising that staff need to act immediately if they have a concern about a child.

    v. child criminal exploitation: children being used to carry drugs or money from urban to rural areas (county lines)

    vi. serious youth violence

    vii. online safety

    viii. extra familial harm

    ix. homelessness

    x. domestic abuse and its potential short term and long term detrimental impact on children's health and well being and ability to learn

    xi. child sexual exploitation

    xii. children missing from education.

d. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe.

e. Our school is therefore committed to providing an environment which is safe and

where the welfare of each child is of paramount importance. This includes a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

f. Children may not always be ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

What school staff need to know.

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

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

2. Aims of the Policy

a. To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;

b. To ensure pupils and parents are aware that the school takes child protection seriously, listening to children and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;

c. To promote effective liaison with other agencies including Early Help services in order to work together for the protection and welfare of all pupils.

3. Early Help

a. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

b. Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

   i.   is disabled or has certain health conditions and has specific additional needs;
   ii. has special educational needs (whether or not they have a statutory education, health and care plan);
   iii. is a young carer;

iv.   is frequently missing/goes missing from care or home;
v.   is misusing drugs or alcohol;
vi.   is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or has returned home to their family from care.
vii.   is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
viii.   is at risk of modern slavery, trafficking or exploitation.
ix.   is showing early signs of abuse and/or neglect.
x.   is at risk of being radicalised or exploited.
xi.   is a privately fostered child
xii.   has involvement or association with organised crime groups or county lines
xiii.   has a family member in prison, or is affected by parental offending
xiv.   is at risk of 'honour' based abuse such as FGM or Forced Marriage
xv.   is persistently absent from education, including persistent absences for part of the school day

c.   All staff must be prepared to identify children who may benefit from Early Help (Early Help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the designated safeguarding lead:

    i.   staff may be required to support other agencies and professional in an early help assessment.)
   ii.   all staff need to be aware of the process of early help. This includes identifying emerging problems, liaising with the Designated Safeguarding Leads, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
  iii.   if early help is appropriate, the Designated Safe Guarding Leads will support the staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.
  iv.   if early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's services if the child's situation doesn't appear to approve.

d.   To support pupils' development in ways which will foster security, confidence and independence;
e.   To integrate a safeguarding curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
f.   To make appropriate links and reference to policies in related areas such as discipline and bullying.

4. Guiding Principles for Intervention to Protect Children

a.   The governors will ensure that the following principles, many of which derive from the Children Act 1989, are followed by all staff:

i.   all children have a right to be kept safe and protected from abuse;

ii.   child abuse can occur in all cultures, religions and social classes;

iii.   staff must be sensitive to the families' cultural and social background;

iv.   children must have the opportunity to express their views and be heard

v.   if there is a conflict of interests between the child and parent, the interests of the child must be paramount;

vi.   the responsibility to initiate agreed procedures rests with the individual who identifies the concern;

vii.   all staff must endeavour to work in partnership with those who hold parental responsibility for a child;

viii.   information in the context of a child protection enquiry must be treated as confidential and only shared with those who need to know;

ix.   all staff should have access to appropriate and regular training;

x.   school management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

5. The Role of Governors

a.   Governors are aware that good safeguarding requires a commitment from them to ensure the safety and welfare of children is embedded in our processes and procedures and consequentially enshrined in our ethos. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures. The Governors will ensure that the designated members of staff for child protection are given sufficient time to carry out his or her duties, including accessing training.

b.   The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure the following:

i.   the school is carrying out its duties to safeguard the welfare of children at the school; members of staff and volunteers are aware of current practices in this matter, and that staff receive up to date training including current recommendations from government

ii.   child protection is integrated with induction procedures for all new members of staff and volunteers

iii.   the school follows the procedures agreed by the Local Safeguarding Children Partnership (LSCP), and any supplementary guidance issued by the Local Authority

iv.   only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity

v.   the effectiveness of our low level concerns reporting process and procedure

vi.   where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

Responsibilities of Head Teacher /Designated Safeguarding Leads (DSL) and Deputy Safeguarding Lead

a.   Governors will ensure that the school has identified at least one Designated Safeguarding Lead for child protection and that the Head/Designated Safeguarding Lead undertakes the following responsibilities:

i. to ensure all staff are familiar with school and LBHF procedures and guidelines for identifying and reporting abuse, including low level concerns and allegations of abuse against staff (Please refer to the Procedure for Dealing with Low Level Concerns and the Procedure for Dealing with Allegations Against Staff

ii. to ensure all staff receive training in the above, including staff who are temporary or start mid-year; the DSLs will make available to the Designated Governor for Safeguarding (DSG) a signed register of training received to evidence the provision of annual training.

iii. to be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;

iv. to be aware of all children within the school who are the subject of a Child Protection Plan, identified as a Child in Need or who are Looked After Children and ensure the child's social worker is informed if such children are the subject of an exclusion from the school;

v. to ensure the school is represented at child protection case conferences, Core Group Meetings and Child-In-Need Meetings and that written reports are provided as required;

vi. to follow, as appropriate, recommendations made by the Local Safeguarding Children Partnership (LSCP);

vii. to be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection; The Designated Safeguarding Leads will inform the Designated Governor for Safeguarding of any pertinent changes in legislation as soon as practicable;

viii. to support and advise staff on child protection issues generally;

ix. to disseminate relevant information from agencies to the appropriate staff e.g. class teachers;

x. to maintain accurate and secure child protection records and send on to new schools (where relevant);

xi. the Designated Safeguarding Leads will inform the Designated Governor for Safeguarding of all safeguarding issues as soon as practicable, but no later than 72 hours after any incident has become known. The Designated Safeguarding Lead will confidentially inform the FGB of any incident at the next available opportunity.

6. Responsibilities of School Staff

a. All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Safeguarding Leads and other senior staff members.

b. Wherever possible, there should be a conversation with the Designated Safeguarding Leads (or deputy), who will help staff decide what to do next.
Options include:
   i. managing any support for the child internally via the school's own pastoral support processes;
   ii. an early help assessment;
   iii. a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm

c. If in exceptional circumstances, the Designated Safeguarding Leads (or deputy) is not

available, this should not delay appropriate action being taken i.e. contacting Front Door for advice/consultation

d. Where reasonably possible, we will hold a minimum of two emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give our school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern

e. Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

f. All school staff are expected to:
   i.   be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in the current version of Keeping Children Safe in Education e.g. radicalisation in line with the Prevent Duty, Children Missing from Education, Child Sexual Exploitation, Female Genital Mutilation in line with the mandatory reporting of concerns, online safety, and county lines
   ii. be able to identify child on child (formerly known as peer on peer) abuse which is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment, sexting and '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. It is now a criminal offence and may constitute sexual harassment - additional information regarding peer on peer abuse is in Appendix I
   See Appendix I of this document,
   iii. report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Leads or other senior staff members as appropriate;
   iv. be aware of the relevant local procedures and guidelines;
   v.   monitor and report as required on the welfare, attendance and progress of all pupils;
   vi. keep current, clear, dated, factual and confidential records of child protection concerns;
   vii. respond appropriately to disclosures from children and young people i.e. stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgmental and keep records.
   See Appendix B, C, G & H in this document

7. Appointment of Staff

a. When appointing staff, Governors, or those with delegated responsibility, will take account of the guidance issued by the Local Authority's Human Resources Section or Human Resources provider and observe the following safeguards:

i. that documentation sent out to potential candidates will make it clear that safeguarding is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;

ii. that all references will be taken up and verified by telephoning referees;

iii. that a reference will always be obtained from the last employer;

iv. that we will conduct online searches as part of our due diligence during the recruitment process which we may want to explore with the candidate at interview; the aim of this is that it may be helpful to identify any incidents or issues that have happened and are publicly available online

v. that at interview candidates will be asked to account for any gaps in their career/employment history;

vi. that candidates will be made aware that all staff are subject to enhanced DBS checks;

vii. that evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
    See Appendix F in this document

b. The school will maintain an accurate Single Central Record for all staff and adults in the school, which will be checked by a governor/member of SLT at least termly. Whilst there is no statutory duty to include on the single central record details of any other checks, our school is free to record any other information we deem relevant. For example, checks for childcare disqualification, volunteers, and safeguarding and safer recruitment training dates. We will also wish to record the name of the person who carried out each check.

8. Low Level Concerns and Allegations against Staff (see policies)

a. The term 'low level concern' does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold of harm. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' about the way an adult in school may have acted.
See appendix

b. Governors recognise that teachers and other school staff are vulnerable to accusations of abuse because of their daily contact with children in a variety of situations, including the caring role.

c. We will always follow our locally agreed procedures for the management of allegations against staff (including agency staff) and will share the appropriate policy with any agencies we work with.

d. If anyone makes an allegation that any member of staff (including agency staff, any volunteer or Governor) may have:

i. committed an offence against a child

ii. placed a child at risk of significant harm

iii. behaved in a way that calls into question their suitability to work with children

the allegation will be dealt with in accordance with national guidance and agreements, as

implemented locally by the Local Safeguarding Children Partnership (LSCP)

e. The Head Teacher, rather than the Designated Safeguarding Lead will handle such allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school's response. The Head Teacher (or Chair of Governors) will gather information about the allegation, and report these without delay to the Local Authority.

f. Where an allegation is made about the Head Teacher, the Chair of Governors will be informed and the LADO will be notified by the Chair of Governors. The Chair of Governors may be contacted via the school business manager.

9. Staff Contact with Pupils

a. In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with the school's expectations regarding professional conduct.

b. The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

  i. working alone with a child
  ii. physical interventions
  iii.   cultural and gender stereotyping
  iv. dealing with sensitive information
  v. giving to and receiving gifts from children and parents
  vi. contacting children through private telephones (including texting), e-mail or social networking websites.
  vii. disclosing personal details inappropriately
  viii. meeting pupils outside school hours or school duties If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and the Local Safeguarding Children Board (LSCB) procedures, we will view this as misconduct, and take appropriate action

c. The use of control and physical restraint is a last resort and should only be considered in exceptional circumstances to keep the child/young person safe and/or those around them safe.

d. Members of staff may have to make physical interventions with children. Members of staff should only do this where it is necessary and proportionate to the situation to protect the child, or another person, from harm or immediate danger. Parents will be informed.

10. Staff Training & Support including Supervision

a. Governors recognise the importance of safeguarding and child protection training for the Designated Safeguarding Lead and for all other school staff who have contact with children. The Designated Governor for Safeguarding will have specific training in their role, available from the Local Authority.

b. Governors require the Head Teacher /Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.

c. Designated Safeguarding Leads and Deputy designated Safeguarding Leads will be offered supervision from an appropriate professional to manage the emotional component of this challenging role and to offer support and guidance with the following:

     i. reviewing and progressing caseload
     ii. reflecting on current and past practice
     iii. building networks of support
     iv. offering caseload guidance and second opinions
     v. providing emotional support and reducing professional isolation

d. The Head Teacher is also required to ensure that all staff receive regular support in respect of child protection work and know which senior members of staff to refer to for advice in the absence of the Designated Safeguarding Lead **(see appendix H)**

11. Safeguarding in the Curriculum

a. The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives central to the school's Shared Values approach:

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

b. Our 'Stay Safe' curriculum provides a strategic overview of how we teach children to stay safe from Early Years to Year Six. It takes into account contextual safeguarding issues

pertinent to our school community, as well as more general safeguarding issues. We recognise the world can be seen as a volatile place, and that we need to respond swiftly to children's concerns and reassure them of ways they can keep safe in an age appropriate way.

c. Our relationships, sex and health education (RSHE) policy ensures our approach to safeguarding children is proactive.

12. Children with Special Educational Needs or Disability (SEND)

a. Governors recognise that children with Special Educational Needs or a Disability (SEND) may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect.

b. Children with SEND may be more prone to peer group isolation than other children; to address these additional challenges, our staff should consider extra pastoral support for children with SEN and disabilities.

c. Indications of abuse will be reported as for other pupils.

d. The Designated Safeguarding Leads will work with the Special Educational Needs and Disability Co-ordinator (SENDCo) to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.
    See SEND Policy on School Policies page of website

13. Confidentiality

a. Governors accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

b. The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance. General Data Protection Regulations (GDPR) have applied from 25th May 2018.

c. Staff should speak to a senior member of staff before sharing information. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

d. Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated members of staff for child protection.

14. Record keeping & Reports

a. Governors expect all staff to maintain high quality signed and dated child protection records, using the school's **Pink Safeguarding** form and electronic recording system, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.

b. Governors further expect school staff to assist the Family and Children's Services Department by providing information for child protection case conferences as required.

c. The DSL will ensure that the school keeps detailed, accurate, secure written records of referrals/concerns, and ensure that these are held in a secure place – 'w' drive and individual safeguarding files stored securely (electronically)

d. Where children leave the school, we will ensure any child protection file is transferred securely to the new school within the statutory time frame, (within 5 working days) separately from the main file, and addressed to the designated person for child protection.

e. Where a child leaves and the new school is not known, we will ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

f. Where a child leaves and a new school is known, we will ensure that all relevant information is effectively passed on/communicated.

15. Monitoring Pupils on the Child Protection Register

a. Governors expect the Head Teacher to ensure that teachers monitor closely the welfare, progress and attendance of all pupils and to make use of the school's Red Inclusion Folders and vulnerable children's systems.

b. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

16. Communicating Policy to Pupils, Parents, Volunteers, Visitors, Temporary Staff

a. The governors expect parents and pupils to be informed that the school has a Safeguarding and Child Protection Policy and is required to follow national and local guidance for consulting with and reporting suspected abuse to the Family and Children's Services Department.

b. This policy is located on the School Policies page of our website.

c. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. Our Stay Safe Ambassadors will play a key role in making sure our children know how to share concerns.

d. They will also be made aware of local or national telephone help lines e.g. the NSPCC whistle-blowing helpline number 0800 028 0285. See p.2 of policy in this document

e. We will ensure parents are aware of the safeguarding and child protection policy in order to alert them to the fact that the school may need to make referrals. We believe that raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child. The best opportunity to do this is at the Nursery and Reception Parent meetings prior to school enrolment in September and at Autumn term meet the team meetings.

f. We will ensure each member of staff and volunteers at our school, and regular visitors, such as Early Help Service, Speech and Language therapists, Behaviour Support colleagues, Educational Psychologists, trainee teachers and supply teachers are aware of and can access readily, this policy along with Part 1 of the current version of KCSiE.

g. Extended Services - breakfast club, extended day and other after school clubs will follow this policy. Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours' activities, we will ensure that these bodies have read and agreed the school safeguarding and child protection policies and procedures.

h. Any after school clubs will be monitored by a member of the Senior Leadership Team either on site or available by phone. This person is responsible for intervening if they feel any of the policies regarding the safeguarding of the pupils is being compromised.

i. Contracted Services - Where the Governing Body contracts its services to outside providers, we will ensure that these providers have their own appropriate safeguarding and child protection policies and procedures and have read and agreed the school safeguarding, code of conduct and fire safety and fire evacuation leaflets.

j. The Designated Safeguarding Leads also have an important role in ensuring all staff and volunteers have received appropriate training.

    They will:

    i.   attend training in how to identify abuse and know when it is appropriate to refer a case

    ii. ensure all staff have received safeguarding training based on the current version of Keeping Children Safe In Education (KCSIE)

    iii. ensure all staff have received Prevent training (radicalisation, FGM and CSE)

    iv. have a working knowledge of how the Local Safeguarding Children Partnership operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.

v. attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.

vi. make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection, which is relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

vii. have an understanding of the lasting impact that adversity and trauma can have on behaviour, mental health and wellbeing and what is needed in responding to this in promoting educational outcomes

viii. promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

ix. provide additional support for children in need who have welfare, safeguarding and child protection issues which might be impacting on attendance, engagement and achievement in school.

x. Ensure there is support for those children who have or have had a social worker.

17. Photographing Children

a. We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. Parents will be told at the beginning of any school event that the posting of images onto social media sites e.g. facebook is not permitted unless they have the permission of all the people in that image.

b. We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

c. The school cannot, however, be held accountable for photographs or video footage taken by parents or members of the public at school functions.

d. Members of staff may take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school. School cameras/tablets should be used and photos should be deleted as soon as possible

18. Use of Mobile Phones

a. **Staff:**

i. Adults are responsible for their phones whilst at work.

ii. Adults are not to use their phones during lessons or playtimes or lunchtimes in the presence of children or at any time whilst supervising children.

iii. Adults are not to lend their phone to children for any reason.

iv. Adults to ensure their mobile phone number is left with the admin team and Head Teacher whilst on trips so that they can be contacted if needed.

v. Any adult working with children will not use their mobile to take images of the children unless in an emergency situation.

vi. Adults are not allowed to use their own mobile phones or laptops or school equipment to download inappropriate images during the school day or on school premises.

b. **Children:**

   i. Children in Years 5 and 6 are allowed to bring their phones to school.

   ii. Children must hand them in to the office where they will be kept each day.

   iii. Children are NOT to use their phones on school site before or after school except for the purpose of communicating with a parent or carer.

   iv. Mobile phones are not allowed on residential visits

c. **Parents**:
   i. Parents are responsible for ensuring their child's phone does not contain inappropriate age apps, inappropriate images or recordings.

d. **School:**
   i. School is not responsible for any phone that is not kept in the school office.
   ii. School is to have children's phone numbers for emergency purposes.
   iii. Mobile phones are not allowed on residential visits
   iv. If the school is aware of any inappropriate use of a phone the parents or carer will be informed and further services including Children's Services or the Police, may be notified.

19. Youth Produced Sexual Imagery (Sharing nudes and semi nudes)

a. This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

b. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

   i. **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**

   ii. If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support

   iii. **Do not** delete the imagery or ask the young person to delete it

   iv. **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent)

   v. **Do not** share information about the incident with other members of staff, the young

person(s) it involves or their, or other, parents and/or carers

    vi.   **Do not** say or do anything to blame or shame any young people involved

    vii.   **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

  c.   This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

  d.   This will form part of the online safety teaching that occurs across the school, taking into consideration the ages of the children.

20. Monitoring & Evaluating Effectiveness of School's Policy

a. The governors require the Head Teacher and/or Designated Safeguarding Lead to report to them at least annually on the effectiveness of the school's Safeguarding and Child Protection Policy and on associated issues in the school over the preceding year in line with the requirements of the current version of KCSiE.

b.   The Link Governor for Safeguarding will monitor and evaluate the implementation of this policy throughout the year, as part of the Governor Liaison meetings.

c.   This policy is available either in hard copy (upon request from any member of teaching staff or from reception) or downloadable from our website: www.normandcroftschool.co.uk

The following pages contain key information about our safeguarding practice as well as key information from the current version of Keeping Children Safe in Education.

Appendix	
A	**Important Information Regarding Our Approach to Safeguarding**
B	**Keeping Children Safe**
C	**Child Protection – Recognition and Response to Abuse**
D	**Providing a Safe Environment**
E	**Safeguarding & Child Protection in Specific Circumstances**
F	**Adults Working with Children - Safer Recruitment**
G	**Guidance for Staff on Dealing with Disclosures**
H	**Allegations Against Staff**
I	**Further Specific Safeguarding Issues – current version of KCSiE**
J	**Current version of DfE Statutory Guidance KCSiE**
K	**Safeguarding and Child Protection Contacts for Schools**
L	**Summary of Changes for Current Academic Year**

Appendix A Important Information Regarding Our Approach to Safeguarding

1. The named teacher designated for **Looked After Children** (LAC) is Deputy Head Teacher Katrine Bulley. An up to date list of LAC children is regularly reviewed and updated.

2. The **PREVENT Strategy** Lead is Deputy Head Teacher Katrine Bulley.

3. The **Designated Safeguarding Leads (DSL) are** Deputy Head Teacher **Katrine Bulley** and Senior Lead for Inclusion **Michelle How. The Deputy Designated Safeguarding Lead is Emma Bird Assistant Head Teacher.** If neither the Designated Safeguarding Leads nor the Deputy Designated Safeguarding Leads are available, staff will seek advice from Paul Jobson Head Teacher. In the unlikely event that none of these members of staff are available, class teachers will seek advice from Children's Social Services 'Front Door' 020 8753 6610.

   The Designated Safeguarding Leads will:

a. maintain the LAC, child protection and child in need register and inform staff, on a need-to-know basis, about all matters relating to pupils in their care.
b. ensure private foster arrangements are reported to the local authority.
c. ensure that where there is the need to monitor a pupil more closely, the child is identified in the individual class Inclusion Folder. The content of Inclusion Folders is managed by the Inclusion team and reviewed half termly.
d. ensure there is feedback to Governors on Safeguarding issues. The Designated Governor for Safeguarding is Martin De-Ville. The Deputy Designated Governor for Safeguarding is Matt Mason. The DSL will inform the Chair of Governors/Designated Governor for Safeguarding about any safeguarding referrals within 48 hours.
e. ensure that the school always follows safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

4. Staff directly involved in working with children will complete regular level safeguarding training, at least once a year in order that they are equipped with the skills needed to keep children safe. Training is also provided for all staff at the start of the academic year and updated for new staff during the year. All NQTs and new staff will complete safeguarding training as part of their induction programme. Face to face and online training will also be available throughout the year and includes a range of activities e.g professional reading; updates about specific topics and quizzes.

5. Below is a set of guidelines that staff should follow when dealing with individual/small groups of pupils. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of pupils and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

a. Whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the pupil

b. Do not engage in conversations about your personal life with pupils.

c. Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.

d. Do not exchange mobile phone numbers with pupils. Do not have your mobile phone out when dealing with an individual pupil.

a. Do not accept pupils or parents as 'friends' on Facebook or any other social media site.

b. If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality.

c. Do not probe a pupil about their personal life unless they approach you.

d. Avoid giving advice to pupils about their relationships.

e. Do not teach small groups of pupils/individuals behind closed doors unless there is another member of staff in close proximity at that time. N.B. Working in public spaces (such as the shared area or break-out rooms such as the room adjacent to the head teacher's office) are deemed appropriate work spaces for small groups.

f. Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.

g. Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.

h. Please do not keep concerns to yourself, if at any time you are concerned about a situation seek advice from the Designated Safeguarding Leads.

6. Difference between a concern and immediate danger or at risk of significant harm

a. **Concern** could mean that the school has a concern regarding the welfare or care of a child but that child is not at risk of significant harm. Concerns should be reported to the DSL and monitored.

b. **Immediate danger or at risk of significant harm** means that a child is likely to suffer abuse or be in imminent danger and safeguards need to be put in place to ensure the child's safety and wellbeing.

c. Wherever possible, there should be a conversation with the Designated Safeguarding Leads (or deputy), who will help staff decide what to do next.

Options include:

i. managing any support for the child internally via the school or college's own pastoral support processes;

ii. an early help assessment; or

iii. a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm

If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken.

Appendix B Keeping Children Safe

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

All children at this school must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

1. **All staff must:**
   Listen to what the child is saying without interruption and without asking leading questions.
   a. Respect the child's right to privacy but not promise confidentiality.
   b. not make promises that you may not be able to keep e.g. 'everything will be alright'
   c. Reassure the child that he/she has done the right thing in telling.
   d. Explain to the child that in order to keep him/her safe from harm the information that has been shared with you must be passed on.
   e. Report what was has been disclosed to the Designated Safeguarding Lead in the school as soon as possible.
   f. Record, as soon as is practicable, what was said using the child's actual words.
   g. Use the Universal Reporting form to record the incident.
   h. Sign and date the record.

2. The Designated Safeguarding Leads working closely with the Deputy Safeguarding Lead must do the following:
   a. Assess any urgent medical needs of the child.
   b. Consider whether the child has suffered, or is likely to suffer significant harm.
   c. Check whether the child is currently a Looked After Child, subject to a Child Protection or Child in Need Plan or has been previously subject to a Plan.
   d. Confirm whether any previous concerns have been raised by staff.
   e. Only inform the parents/carers of the child of any concerns once 'Front Door' 020 8753 6610 or the LBHF Safeguarding and Child Protection Schools Education Adviser has been consulted and their advice sought.
   f. Consider whether the matter should be discussed with the child's parents or whether to do so may put the child at further risk of harm because of delay or the parents' possible actions or reactions
   g. Seek advice if unsure that a child protection referral should be made.
   h. If the child discloses sexual abuse or sexual abuse is suspected, the child must not be questioned and the parents/carers must not be informed until Social Services and the Police Child Abuse Investigation team has been informed and advice given. Disclosures of Female Genital mutilation should be reported directly to the police.

i. Information will be shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss the alleged incident with the child, family members or colleagues.

3. The Designated Safeguarding Leads will initially seek advice from 'Front Door' or the LBHF Safeguarding and Child Protection Schools Education Adviser and follow their advice. If a referral is not considered appropriate, the Designated Safeguarding Leads will make a full written record of the information that they have received detailing the reasons for the judgement that the matter was not referred to Children's Social Services.

4. The Designated Safeguarding Leads must keep a written record of all contact with other agencies.

5. All paperwork relating to child abuse must be kept in a locked fire proof cabinet and/or in secure password-protected location on the school's internal computer system.

6. All students who are subject to a Child Protection Plan will have core group meetings and case conferences organised by Children's Social Services. The DSL, deputy DSL or where appropriate class teachers will attend these on behalf of the school. Families are aware that these meetings take place and that the school will be presenting a report at the meetings. The DSL, SENDCo, Class Teacher and School Nurse monitor students who are subject to a Child Protection Plan.

7. The DSL, SENDCo, Class Teacher and School Nurse also monitor pupils who are on the Cause for Concern register.

Appendix C Child Protection – Recognition and Response to Abuse

Owing to the nature of the day-to-day relationship children have with staff all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person. All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Safeguarding Lead.

1. Criteria for Registration and Categories of Abuse:

a. All children have certain basic needs, which include:
    i.   Physical care and protection
    ii.   Affection and approval
    iii. Stimulation
    iv.   Discipline and control that is consistent and appropriate to age
    v.   The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

a. Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines:

b. A child is considered to be in need of protection when the basic needs of that child are not being met. This can be through avoidable acts of either commission or omission.

c. Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a Child Protection Plan.

d. The following are used for the Child Protection Plan. They are intended to provide definitions as a guide; in some instances, more than one category of registration may be appropriate.

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

3. Neglect: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4. Physical Abuse: a form of abuse which 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.

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

6. Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
This category should be used only where it is the sole form of abuse.

7. Neglect
a. **Severe neglect** is associated with major restriction of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.
b. Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for:
i.   dirty unkempt appearance of child, in overall poor condition
ii. thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
iii. an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
iv. an under-stimulated child may not reach expected milestones
v.   behaviour and developmental difficulties that cannot be explained by clinical factors

c.   Associated factors:
Neglected children frequently come from homes where there is:
i.   a parent who is lonely, isolated, unsupported or depressed
ii. poor inter-parental relationship / domestic violence
iii. a parent who is abusing drugs or alcohol
iv. a large number of children living in cramped or very poor conditions

d. **Action to be taken:** If a teacher has concerns about the well-being of a child in his / her class, a discussion should take place with the *Designated Safeguarding Lead.* Records should be kept and, when appropriate, Children's Social Services staff informed by the *Designated Safeguarding Lead.*

Physical Abuse (Non-Accidental Injury)

a.   **Location of injury:** It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental.

b.   Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

c.   Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:
i.   children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
ii. unexplained absences
iii. physical signs of injury
iv. unexplained or confused accounts of how an injury occurred
v.   explanation of an injury which appears to be inappropriate to the nature and age of the injury.

7. Common Medical / Physical Factors Associated with Physical Abuse

a. bruising
b. facial bruising around the mouth and ears
c. groups of small bruises
d. black eyes without a forehead injury, particularly if both eyes are affected
e. weal marks or outline of bruising (e.g. hand mark)
f. bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
g. bruises on the back, back of legs, stomach, chest or neck
h. bruises or cuts to mouth or tongue (e.g. split frenulum)
i. pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

8. Bites

a. bites leave clear impressions of teeth and some bruising
b. parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
c. bites can be inflicted almost anywhere on the body

9. Burns and Scalds

a. children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
b. a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
c. cigarette burns can be found in groups and can be found on any part of the body
d. scalds from boiling water may result from lack of supervision, or non-accidentally
e. a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
f. burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

10. Associated Factors

a. injuries not consistent with explanation given by parent (even if agreed by the child)
b. circumstances where parent delays seeking medical advice
c. a history of repeated injuries or presentation to the Accident & Emergency Department
d. consent for a medical refused by parent
e. desire of a parent to attribute blame elsewhere
f. distant or mechanical handling of the child by the parent

g. Action to be taken:
If a teacher has concerns that a pupil in her / his class may be suffering from physical

abuse, the Designated Safeguarding Lead should be informed, and detailed records kept (including dates of injuries noted).
The Designated Safeguarding Lead will decide if concerns should be shared with parents and when appropriate, Children's Social Services staff should be informed.

11. Sexual Abuse

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

a. What is sexual abuse? Sexual abuse can be one or more of the following:

i.   rape – genital and / or oral intercourse
ii. digital penetration or penetration with an object
iii. mutual masturbation
iv. inappropriate fondling
v.   taking pornographic photographs or exposing the child to pornographic materials
vi. forcing the child to observe others involved in sexual activities
vii. sadomasochistic activities
viii. Both boys and girls can suffer from sexual abuse.
ix. Both men and women can be perpetrators – boys and girls who disclose sexual abuse
x.   from a female perpetrator are often met with disbelief.
xi. It is therefore important to listen to what a child says without being judgmental.
xii. Abusers can be parents, friends, teachers, sports coaches, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the PSHE/Safeguarding curriculum.

b. Signs to look out for:

i.   a child who demonstrates inappropriate sexual interest and activity, through play or drawings
ii. sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
iii. a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
iv. a child who shows a marked fear of adults, usually men, but occasionally men and women
v.   a child who presents as depressed and where there may be instances of drug or alcohol

abuse, suicide attempts or running away
vi. a child who suddenly starts to wet or soil him/herself
vii. a child who takes over the role of wife / mother within the family
viii. a child whose concentration and academic performance suddenly deteriorates
ix. a child who avoids medical examination or is reluctant to change for PE
x. a child who has low self-esteem and few friends
xi. aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
xii. frequent unexplained absences or lateness
xiii. a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
xiv. fire raising
xv. pregnancy in young teenagers where the identity of the father is vague or unknown
xvi. recurrent urinary tract infections
xvii. signs of sexually transmitted infections and overall dishevelled appearance

c. Action to be taken:

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the Designated Safeguarding Lead, who should then discuss it with Children's Social Services personnel via 'Front Door'
020 8753 6610. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

12. Emotional Abuse

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

a. Signs to look out for:

i. a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
ii. a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
iii. a child may be ignored, rejected or denigrated by a parent

iv.   a child may be terrorised by a parent or others so that she / he is overly fearful and watchful

v.   a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile

vi.   a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusionary state or paranoid beliefs

vii.   a child who is cripplingly over-protected and not given freedom to act at an age appropriate level

viii.   a parent who provides only conditional love with threats of withdrawal of love

ix.   behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

b.   Associated Factors

i.   Children who suffer from emotional abuse frequently come from homes where there is:

ii.   a mentally ill or disturbed parent

iii.   drug or alcohol abuse

iv.   a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care

v.   a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs

vi.   a parent who has suffered severe abuse within her / his own childhood

vii.   a household where there is 'adult on adult' domestic violence

viii.   Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

c. Action to be taken

If a teacher is concerned that a pupil in her / his class is being emotionally maltreated, it should be reported to the Designated Safeguarding Lead, detailed records should be kept, and when appropriate, social services staff informed by the Designated Safeguarding Lead.

Appendix D Providing a Safe Environment

1. All parents must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school.

   We will do this by:

   a. Promoting a caring, safe and positive environment within the school
   b. ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
   c. encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not.
   d. working in partnership with all other services and agencies involved in the safeguarding of children
   e. displaying appropriate posters that detail contact numbers for child protection help-lines
   f. always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
   g. welcoming visitors in a safe and secure manner
   h. undertaking risk assessments when planning out of school activities or trips
   i. ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

2. We are currently experiencing a global pandemic and are regularly reviewing our safeguarding procedures in light of current guidance:

   This guidance explains the actions school leaders should take to reduce the risk of transmission of coronavirus (COVID-19) in their school. This includes public health advice, endorsed by Public Health England (PHE).

   https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance

   https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic

Appendix E Safeguarding & Child Protection in Specific Circumstances – please also see linked policies on www.normandcroft.sch.uk

1. Attendance:

a. We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.
b. We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker on the day of absence
c. We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
d. We will always report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service
e. We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day
f. We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

2. Pupil Behaviour:

a. We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.
b. No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
c. We will always record any occasion when physical intervention has been deemed necessary
d. We will always notify parents of any such incident.

3. Bullying:

a. We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.
b. We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy. Racist incidents will be reported to the governing board.

4. Online Safety: see online policy

a. We recognise that children's use of the internet is an important part of their education but that there are risks of harm associated with its use. We have an online safety policy that

addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

a. We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

b. We take into account the DfE guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

c. We are also mindful of the risks associated with online learning at home and will refer to the following guidance
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19?utm_source=remote_education

5. Health & Safety:

a. We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

b. We also have a covid outbreak management plan.

6. Looked After Children

Staff will have an awareness of issues around safeguarding looked after children.

a. The most common reason for children becoming looked after is as a result of abuse and or neglect.

b. Staff will be made aware of the legal status of looked after children e.g. under voluntary arrangements with consent of parents; or on an interim or full care order and contact arrangements with birth parents or those with parental responsibility.

c. Staff will be made aware of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

d. The designated lead will also ensure they have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

e. The school has a designated teacher to promote the educational achievement of children who are looked after. This person will be appropriately trained.

7. Looked after children and previously looked after children

a. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.
When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

b. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship

or child arrangement orders or who were adopted from state care outside England and Wales.

c. Virtual school heads – (VSHs manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority.

d. In maintained schools, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

e. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

Appendix F Adults Working with Children - **Safer Recruitment see safer recruitment policy**

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education" and ensure we meet requirements to have experienced and trained staff and governors in Safer Recruitment.

All staff and volunteers working with children in our school will be recruited safely:

1. **Preparation:** We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

   a. We always consider carefully the knowledge, skills, and experience required to safeguardchildren and include these within a person specification.

2. **Advertising:** We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.

   a. All adverts will contain the following statement demonstrating our commitment to safeguarding children and our expectation that all applicants will share that commitment.

   Normand Croft Community School is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS certificate will be requested for the successful candidate in accordance with Safeguarding Children and Safer Recruitment in Education legislation.

   b. The advertisement will state that the post is subject to an enhanced DBS check.

3. **Applications:** We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.

   a. We will scrutinise all completed application forms.
   b. We will not accept CVs.

4. **References:** We will not accept open references or testimonials.

   a. We will ask for the names of at least two referees.
   b. We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.

    c. We will follow up any vague or ambiguous statements.
    d. We will verify previous employment history.
    e. Appropriate checks are applied to staff and volunteers who come to work here.
    f. For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure.
    g. Appropriate Risk Assessments are carried as per the CIPD guidance

5. **Interviews:** We will always conduct a face to face interview even when there is only one candidate.

  a. Our interview panel will always contain at least one member trained in safer recruitment practice.
  b. Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.
  c. All candidates will be required to bring original documents which confirm their identity, qualifications, and right to work.

6. **Appointments:** Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.

  a. Before appointment, the applicant self declares their suitability to work with children. Forms are fully checked for qualifications, experience, gaps and inconsistences.

  b. The SBM checks that all adults with substantial access to children at this school have an enhanced Criminal Records Bureau / Disclosure Barring Service check, DfE List 99 and list 128 check before starting work, and prior to confirmation of appointment. (proof of identity for DBS can include birth certificate, driver's licence, passport, utility bill, proof of being able to work in UK)

  c. In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:
    a. identity checks to establish that applicants are who they claim to be (proof of identity for DBS can include birth certificate, driver's licence, passport, utility bill, proof of being able to work in UK)
    b. view academic qualifications, to ensure that qualifications are genuine
    c. request professional and character references prior to offering employment
    d. satisfy conditions as to health and physical capacity
    e. examine previous employment history and ask questions to account for any gaps
    f. carry out s128 checks for governors (not required for associate members on committees)

e. We will refer to the Independent Safeguarding Authority any person whose checks reveal that they have sought work when barred from working with children.

7. **Induction:** We will always provide newly appointed staff with appropriate guidance about

safe working practice, boundaries and propriety and explain the consequences of not following the guidance. New staff at the school will be directed to the school website for safeguarding information and will receive induction within two weeks of joining.

a. All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.
b. All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively.
c. The school will provide this training through support from the Local Authority. Staff will attend refresher training every year, and the designated person (s) every two years.

8. **Continuing Professional Development:** We will ensure that all staff receive regular training in Safeguarding and Child Protection, and at least once a year.

a. All staff will be expected to undertake regular training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively.
b. The school will provide this training through support from the Local Authority. Staff will attend refresher training every year, and the designated person (s) every two years.

9. **Supervision:** We will always supervise staff and act on any concerns that relate to the safeguarding of children.

10. **Allegations:** Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors
We will always follow our locally agreed procedures for the management of allegations against staff.
a. If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:
b. Committed an offence against a child
c. Placed a child at risk of significant harm
d. Behaved in a way that calls into question their suitability to work with children
e. the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the Local Safeguarding Children Partnership (LSCP)
f. The Head Teacher, rather than the Designated Safeguarding Lead will handle such allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school's response. The Head Teacher (or Chair of Governors) will gather information about the allegation, and report these without delay to the Local Authority.

11. **Dismissal:** We will always refer to the Independent Safeguarding Authority any member of staff who is dismissed because of misconduct relating to a child.

12. **Volunteers and Visitors** – see Volunteer policy

a. We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in

whatever capacity, will be given the same consideration as paid staff.

b. A DBS will be required before they begin to work with children alone. A risk assessment will be carried out and they will be supervised by a member of staff until the DBS arrives.
c. Where a parent, visiting author, theatre group or other volunteer helps on a one off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children in an area alone and unaccompanied.
d. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.
e. The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record (SCR), maintained by the School Business Manager monitored by the Head Teacher and Governing Body.

Appendix G Guidance for staff on dealing with disclosures:

All staff should be able to reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

1. **Stay calm and sympathetic:**
   a. LISTEN to what you are told without displaying shock or disbelief
   b. be observant and attentive without being judgmental
   c. do not probe or put words into the child's mouth – accept what is said
   d. if you can, take notes, and invite the child to help you to be as accurate as possible.

2. **Re-assure the child**:
   a. say that it's OK to tell
   b. DO NOT make promises that you may not be able to keep e.g. *'everything will be alright'* or *'I won't tell anyone'*
   c. you must not promise confidentiality to either adults or children as you have a duty to refer.

3. **Respond calmly and openly**:
   a. avoid asking leading questions or overtly interrogating
   b. try to ask open questions e.g. *'Anything else to tell me?' 'Yes?' 'And?'*
   c. do not criticise the perpetrator or be judgmental
   d. do not ask the child to repeat it all for another member of staff
   e. do take notes and check them with the child
   f. do explain what you have to do next and who you have to talk to i.e. the Designated Safeguarding Lead.

4. **Report and record**:
   a. all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.
   b. information should be kept confidential and stored securely
   c. records should include:
      i. a clear and comprehensive summary of the concern;
      ii. details of how the concern was followed up and resolved;
      iii. a note of any action taken, decisions reached and the outcome.
   d. if in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Appendix H Allegations Against Staff

1. We recognise, that because of our daily contact with children in a variety of situations, including the caring role, teachers and other school staff are uniquely vulnerable to accusations of abuse, therefore it is important that staff (including agency staff) are aware of this, and respond to situations in a calm and professional manner at all times.

2. Any allegation of abuse by a member of staff will be taken seriously and investigated immediately by the Head Teacher in line with *Safeguarding Children in Education: Dealing with Allegations of Abuse Against Teachers & Other Staff DfES.2044/2005*
See http://cps.gov.uk/publications/docs/dfes_allegations.pdf

3. The following are examples of how members of staff may attempt to ensure that no actions may be misconstrued and no allegations of abuse may be made:

a. Do:
   i.   treat all children and young people with dignity and respect
   ii.   put the welfare, success and achievement of each child first
   iii.   maintain a safe and appropriate *professional distance* with children
   iv.   recognise that caution is required when dealing with sensitive moments e.g. when dealing with bullying, bereavement or abuse

b. Do <u>not:</u>

   i.   engage in rough or physical play
   ii.   engage in or allow any form of inappropriate touching
   iii.   allow children and young people to use inappropriate language unchallenged
   iv.   allow allegations made by a child to go unchallenged, unrecorded or not acted upon
   v.   administer medication unless specifically trained and approved by the child or young person's parent to do so
   vi.   transport or take children to their home unsupervised

4. In order to minimise the risk of unfounded accusations being made against staff, as a result of their daily contact with children; the school will ensure that all staff are aware of and follow the school's *guidance on physicality and physical restraint*.

5. We will also ensure that all school staff, including support, ancillary staff and after-school workers, receive foundation training in safeguarding and child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school, and receive regular refresher training.

Appendix I Further Specific Safeguarding Issues – Keeping Children Safe in Education

1. Preventing Radicalisation and Extremism
www.gov.uk/government/publications/protecting-children-from-radicalisation-the-preventduty

a. The prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised.

b. Staff will undertake face to face training and refresher e-learning in order that they can identify the signs of children being radicalised. As part of the preventative process, resilience to radicalisation will be built through the promotion of fundamental British values through the Stay Safe curriculum.

c. Any child who is considered vulnerable to radicalisation will be referred by the DSL to children's social care, where the concerns will be considered in the MASH (Multi Agency Safeguarding Hub) process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process.

d. Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of armed forces as extremism. Extremists often target the vulnerable – including the young – by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of

e. democracy and the rule of law in our society.

2. Gender Based Violence / Violence Against Women and Girls
https://www.gov.uk/government/policies/violence-against-women-and-girls

a. The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls.

b. Female genital mutilation, forced marriage, honour based violence and teenage

relationship abuse all fall under this strategy.

3. Forced Marriage Guidance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

4. Female Genital Mutilation (FGM)
https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

a. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.
b. It has no health benefits and harms girls and women in many ways.
c. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.
d. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy.
e. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.
f. FGM is illegal in the UK. On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police.
g. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened.
h. At no time will staff examine pupils to confirm this.
i. For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

5. Honour Based Violence
a. Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct.
For example, honour based violence might be committed against people who:
    i. become involved with a boyfriend or girlfriend from a different culture or religion

  ii. want to get out of an arranged marriage

  iii. want to get out of a forced marriage

  iv. wear clothes or take part in activities that might not be considered traditional within a particular culture

  v. convert to a different faith from the family

b. Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

  i. domestic abuse

  ii. threats of violence

  iii. sexual or psychological abuse

  iv. forced marriage

  v. being held against your will or taken somewhere you don't want to go

  vi. assault

c. If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

d. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

6. Teenage Relationship Abuse
https://www.gov.uk/government/publications/this-is-abuse-summary-report
Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships.

a. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

b. In response to this the school will provide education at an age appropriate time via the PHSE curriculum to prevent young people from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

c. The Toxic Trio The term 'Toxic Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

7. Domestic Abuse
https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-youngpeople
a. The cross-government definition of domestic violence and abuse is:
Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:
    i. psychological
    ii. physical
    iii. sexual
    iv. financial
    v. emotional

b. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

c. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:
NSPCC- UK domestic-abuse signs symptoms effects
Refuge what is domestic violence/effects of domestic violence on children

d. Emotional Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting **their resources and** capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

e. Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

f. Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

g. Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

h. Indicators that a child is living within a relationship with domestic abuse include:

   i.   withdrawn
   ii.   suddenly behaves differently
   iii.   anxious
   iv.   clingy
   v.   depressed
   vi.   aggressive
   vii.   problems sleeping
   viii.   eating disorders
   ix.   wets the bed
   x.   soils clothes
   xi.   takes risks
   xii.   misses school
   xiii.   changes in eating habits
   xiv.   obsessive behaviour
   xv.   nightmares
   xvi.   drugs
   xvii.   alcohol
   xviii. self-harm
   xix.   thoughts about suicide

i. These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Further information can be found on the following websites:

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/

http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/

http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic- abuse

8. Parental mental health
https://www.gov.uk/government/publications/the-mental-health-strategy-for-england

a. The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder.

b. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family.

c. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

d. For children the impact of parental mental health can include:
  i.   The parent / carer's needs or illnesses taking precedence over the child's needs
  ii.   Child's physical and emotional needs neglected
  iii.   A child acting as a young carer for a parent or a sibling
  iv.   Child having restricted social and recreational activities
  v.   Child finds it difficult to concentrate- impacting on educational achievement
  vi.   A child missing school regularly as (s)he is being kept home as a companion for
  vii.   a parent / carer
  viii. Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
  ix.   Witnessing self-harming behaviour and suicide attempts (including attempts that
  x.   involve the child)
  xi.   Obsessional compulsive behaviours involving the child

e. If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

9. Parental Substance misuse
a. Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

b. Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

c. For children the impact of parental substance misuse can include:
  i.   Inadequate food, heat and clothing for children (family finances used to fund
  ii.   adult's dependency)
  iii. Lack of engagement or interest from parents in their development, education or
  iv.   wellbeing
  v.   Behavioural difficulties- inappropriate display of sexual and/or aggressive
  vi.   behaviour
  vii. Bullying (including due to poor physical appearance)
  viii. Isolation – finding it hard to socialise, make friends or invite them home
  ix.   Tiredness or lack of concentration
  x.   Child talking of or bringing into school drugs or related paraphernalia
  xi.   Injuries /accidents (due to inadequate adult supervision)
  xii. Taking on a caring role
  xiii. Continued poor academic performance including difficulties completing
  xiv. homework on time
  xv.   Poor attendance or late arrival

d. These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.
If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

10. Children with family members in prison
https://www.nicco.org.uk/userfiles/downloads/5ad4850cb565e-action-for-prisoners-families-young- peoples-booklet.pd

11. Children and the court system
https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds

12. Children Missing from Education
https://www.gov.uk/government/publications/school-attendance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/

a. Where reasonably possible, we will hold more than two emergency contact number for

each pupil. This goes beyond the legal minimum and is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern".

b. Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

c. DSLs and staff should consider:
i. Missing lessons: Are there patterns in the lessons that are being missed?
ii. Is this more than avoidance of a subject or a teacher?
iii. Does the child remain on the school site or are they absent from the site?
iv. Is the child being sexually exploited during this time?
v. Are they late because of a caring responsibility?
vi. Have they been directly or indirectly affected by substance misuse?
vii. Are other pupils routinely missing the same lessons, and does this raise other
viii. risks or concerns?
ix. Is the lesson being missed one that would cause bruising or injuries to become
x. visible?

d. Single missing days:
i. Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area?
ii. Are there specific lessons or members of staff on these days?
iii. Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?
iv. Is the child being sexually exploited during this day?
v. Do the parents appear to be aware?
vi. Are the pupil's peers making comments or suggestions as to where the pupil is at?

e. Continuous missing days:
i. Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
ii. Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
iii. Have we had any concerns about physical or sexual abuse?

f. The school will view absence as both a safeguarding issue and an educational outcomes

issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

13. Technologies

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

Online Safety
The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

a. An effective approach to online safety empowers school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.
b. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

   i.   **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
   ii.   **contact:** being subjected to harmful online interaction with other users; for example: 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'.
   iii. **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, 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;
   iv.   **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf
https://www.thinkuknow.co.uk/Teachers/
http://www.saferinternet.org.uk/
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file
/683895/Education_for_a_connected_world_PDF.PDF
https://www.pshe-association.org.uk/

c. The Computing and Online Safety lead with support from the DSL will complete a review

of online safety at least annually and report the findings to the governors.
https://360safe.org.uk/
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachmen
t_data/file/562876/Guidance_for_School_Governors_-_Question_list.pdf

d. With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.
   i.   Some of the risks could be:
   ii.   unwanted contact
   iii.   grooming
   iv.   online bullying including sexting or sharing nudes or semi nudes with or without consent
   v.   digital footprint

e. The school will therefore seek to provide information and awareness to both pupils and their parents through:
   i.   acceptable use agreements for children, teachers and other staff.
   ii.   curriculum activities and family workshops involving raising awareness around staying safe online including the risk of being groomed
   iii.   information included in letters, newsletters, web site and on twitter
   iv.   high profile events / campaigns e.g. Safer Internet Day
   v.   building awareness around information that is held on relevant web sites and or publications

f. Social media
https://www.thinkuknow.co.uk/Teachers/Resources/

http://www.childnet.com/search-results/?keywords=social%20networking

http://www.kidsmart.org.uk/socialnetworking**/**

14. Cyberbullying
a. Central to our anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'.
b. The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.
c. Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.' By cyber-bullying, we mean bullying by electronic media:
   i.   bullying by texts or messages or calls on mobile phones
   ii.   the use of mobile phone cameras to cause distress, fear or humiliation
   iii.   posting threatening, abusive, defamatory or humiliating material on websites, to

    iv.   include blogs, personal websites, social networking sites
    v.   using e-mail to message others
    vi.   hijacking/cloning e-mail accounts
    vii.   making threatening, abusive, defamatory or humiliating remarks in on-line forums

d. Cyber-bullying may be at a level where it is criminal in character.

e. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

f. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

g. If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

15. Sexting and sharing of nudes or semi nudes with or without consent

https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

a. 'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

b. While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

c. As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

d. The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

16. Gaming
http://www.childnet.com/search-results/?keywords=gaming

http://www.kidsmart.org.uk/games/

a. Online gaming is an activity that the majority of children and many adults get involved in.
    The school will raise awareness:
    I.   by talking to parents and carers about the games their children play and help them
    II.   identify whether they are appropriate.
    III.   by support parents in identifying the most effective way of safeguarding their
            children by using parental controls and child safety mode.
    IV.   by talking to parents about setting boundaries and time limits when games are
            played.
    V.   by highlighting relevant resources.

17. Online reputation
http://www.childnet.com/resources/online-reputation-checklist

http://www.kidsmart.org.uk/digitalfootprints/

a. Online reputation is the opinion others get of a person when they encounter them
    online.
b. It is formed by posts, photos that have been uploaded and comments made by others on
    people's profiles.
c. It is important that children and staff are aware that anything that is posted could
    influence their future professional reputation.
d. The majority of organization and work establishments now check digital footprint before
    considering applications for positions or places on courses.

18. Grooming
http://www.childnet.com/search-results/?keywords=grooming
http://www.internetmatters.org/issues/online-grooming/

a. Online grooming is the process by which one person with an inappropriate sexual interest
in children will approach a child online, with the intention of developing a relationship with
that child, to be able to meet them in person and intentionally cause harm.

b. The school will build awareness amongst children and parents about ensuring that the
child:
    i.   only has friends online that they know in real life
    ii.   is aware that if they communicate with somebody that they have met
            online, that relationship should stay online
    iii.   that parents develop their awareness so that they recognise the signs of grooming
    iv.   have regular conversations with their children about online activity and how to stay
    v.   safe online

vi.   include awareness around grooming as part of their curriculum

vii.   identifying with both parents and children how they can be safeguarded against

viii.   grooming

19. Child on child abuse
20.

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

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

c. Child on child abuse is most likely to include, but may not be limited to:

i.   bullying (including cyberbullying, prejudice-based and discriminatory bullying);
ii.   abuse in intimate personal relationships between peers;
iii. 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);
iv.   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);
v.   sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

d. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children and/or through initiation/hazing type violence and rituals.

e. 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 is now a criminal offence and may constitute sexual harassment.

All staff will:
i.   make clear that sexual violence and sexual harassment including upskirting is not acceptable, will never be tolerated and is not an inevitable part of growing up;
ii.   not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";

iii. challenge behaviour (potentially criminal in nature), such as grabbing bottoms,

iv.   breasts and genitalia and flicking bras and lifting up skirts and be clear that dismissing or tolerating such behaviours risks normalising them;

v.   understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

vi.   be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime; these may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

vii.   be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence and its Criminal exploitation of children and vulnerable adults: county lines guidance https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

f. Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

i.   assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

ii.   the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and

iii. communication barriers and difficulties overcoming these barriers.

g. Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENDCo.

h. Children who identify as lesbian, gay, bi, trans or queer (LGBTQ+) may be more at risk of abuse and can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Our relationships education and our PSHE curriculum is designed with this in mind.

i. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

j. When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not.

k. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/
https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

l. Harmful sexual behaviour can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

m. The school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

n. Following a report of sexual violence, the designated safeguarding lead (or deputy) should make an immediate risk and needs assessment, considering:

    i.   the victim

    ii.   the alleged perpetrator

    iii.   all other children (and if appropriate adult students and staff).

o. There may be reports where the alleged sexual violence or sexual harassment involves pupils or students from the same school but is alleged to have taken place away from the school premises, or online. There may also be reports where the children concerned attend two or more different schools. The safeguarding principles, and individual schools' duties to safeguard and promote the welfare of their pupils and students, remain the same. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important.

p. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment.

q. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

r. The risk and needs assessment should consider:
    i.   the victim, especially their protection and support
    ii.   the alleged perpetrator
    iii.   all the other children (and, if appropriate, adult students and staff) at the school

s. Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

t. The designated safeguarding lead (or deputy) should ensure they are engaging with children's social care and specialist services as required.

21. Action following a report of sexual violence and/or sexual harassment

a. Schools should carefully consider any report of sexual violence and/or sexual harassment.
b. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:
    i.   the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any

investigation will be progressed and any support that they will be offered

ii. the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour

iii. the ages of the children involved

iv. the developmental stages of the children involved

v. any power imbalance between the children. for example, is the alleged perpetrator significantly older, more mature or more confident?

vi. does the victim have a disability or learning difficulty?

vii. is the alleged incident a one-off or a sustained pattern of abuse?

viii. are there ongoing risks to the victim, other children, adult students or school or college staff?

ix. other related issues and wider context.

22. Options to manage the report

a. It is important that schools and colleges consider every report on a case-by-case basis.

b. When to inform the alleged perpetrator will be a decision that should be carefully considered.

c. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school or college taking immediate action to safeguard their children, where required.

23. There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

a. Manage internally

i. In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.

ii. Whatever the schools or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

iii. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

a. Early help

iv. In line with point 1 above, the school may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than

reacting later. Early help can be particularly useful to address nonviolent harmful sexual behaviour and may prevent escalation of sexual violence.

v. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

b. Referrals to children's social care (family services)

i. Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.

ii. At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care. If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

iii. Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker.

iv. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

v. Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation.

vi. A risk assessment will help inform any decision.

vii. Consideration of safeguarding the victim, alleged perpetrator, any children directly involved in the reported incident and all children (and adult students) at the school or college should be immediate. In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate.

viii. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

ix. Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

x. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

c. Reporting to the police

    i. Any Report to the police will generally be in parallel with a referral to children's social care (as above).

    ii. It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.

    iii. Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

    iv. At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies

    v. Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

    vi. All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.

    vii. In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.

    viii. Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. • All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

24. Safeguarding and supporting the victim

    a. School should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.

    b. The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible.

    c. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.

25. Safeguarding and supporting the perpetrator

a. School will have a difficult balancing act to consider. On one hand we need to safeguard the victim (and all other children, adult students and staff at the school or college) and, on the other hand, provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

b. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. School should work with professionals as required to understand why a child may have abused a peer. It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a high level of support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.

26. Working with parents and carers

a. The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk.

b. School should carefully consider what information we provide to the respective parents or carers about the other child involved and when to do so. In some cases, children's social care and/or the police will have a very clear view and it will be important for schools to work with relevant agencies to ensure a consistent approach is taken to information sharing.

c. It is good practice for the school to meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

d. It is also good practice for the school or college to meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator should be discussed.

e. The designated safeguarding lead (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

f. A whole school approach to safeguarding, a culture that makes clear that sexual violence and sexual harassment is always unacceptable, and a strong preventative education programme will help create an environment in which all children at the school are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

g. We will keep our policies, processes and curriculum under constant review to protect all our children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems

that could and should be addressed by updating relevant policies, processes or relevant parts of the curriculum

27. The safeguarding implications of sexual activity between young people

a. The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

b. As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

 i.   the age, maturity and understanding of the children;
 ii.   any disability or special needs of the children;
 iii.   their social and family circumstance;
 iv.   any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
 v.   any evidence of pressure to engage in sexual activity;
 vi.   any indication of sexual exploitation;

c. There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy (taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

d. At Normand Croft Community School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

e. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

f. As a school we will minimise the risk of allegations against other pupils by:
 i.   providing a developmentally appropriate PSHE syllabus which develops students

understanding of acceptable behaviour and keeping themselves safe
ii. having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
iii. delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
iv. developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

28. **Allegations against other pupils which are safeguarding issues**
   a. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.
   b. If the allegation:
      i. is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
      ii. is of a serious nature, possibly including a criminal offence
      iii. raises risk factors for other pupils in the school
      iv. indicates that other pupils may have been affected by this student
      v. indicates that young people outside the school may be affected by this student

   c. Examples of safeguarding issues against a student could include:

      Physical Abuse
      i. Violence, particularly pre-planned
      ii. Forcing others to use drugs or alcohol

      Emotional Abuse
      i. Blackmail or extortion
      ii. Threats and intimidation Sexual Abuse
      iii. Indecent exposure, indecent touching or serious sexual assaults
      iv. Forcing others to watch pornography or take part in sexting

      Sexual Exploitation
      i. Encouraging other children to engage in inappropriate sexual behaviour (e.g.having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
      ii. Photographing or videoing other children performing indecent acts

   d. Like all forms of child sex abuse, child sexual exploitation:
      i. can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
      ii. can still be abuse even if the sexual activity appears consensual;

    iii.   can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;

    iv.   can take place in person or via technology, or a combination of both;

    v.   can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

    vi.   may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

    vii.   can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse.

e. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

29. Procedure:

a. When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed

b. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances

c. The DSL should contact the children's services front door team to discuss the case

    i.   The DSL will follow through the outcomes of the discussion and make a referral where appropriate

    ii.   If the allegation indicates that a potential criminal offence has taken place, Children's services will refer the case to the multi-agency agency safeguarding hub where the police will become involved

    iii.   Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral

    iv.   The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files

    v.   It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures

    vi.   In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan

    vii.   The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

30. Child criminal exploitation: county lines

a. Previous KCSiE guidance raised the profile of children who are being used to carry drugs or money from urban to rural areas.

b. Identifying factors are also included and staff need to be aware of these and report concerns immediately to the DSL.

c. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

d. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

e. Like other forms of abuse and exploitation, county lines exploitation:
   i. can affect any child or young person (male or female) under the age of 18 years;
   ii. can affect any vulnerable adult over the age of 18 years;
   iii. can still be exploitation even if the activity appears consensual;
   iv. can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
   v. can be perpetrated by individuals or groups, males or females, and young people or adults; and
   vi. is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/626770/6_3505_HO_Child_exploitation_FINAL_web_2_.pdf

31. Serious violence

a. All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.

b. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

c. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

d. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

e. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Appendix J DfE Statutory Guidance - Keeping Children Safe in Education (KCSIE)

The Department for Education has published an updated version of the statutory guidance Keeping children safe in education), which revises and replaces the previous guidance.

This policy and associated guidance is our school response to the statutory guidance.

The guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.

Part 1 All staff must read this:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181962/Keeping_children_safe_in_education_2023_-_part_one.pdf

Full document All staff working directly with children should read this:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

Appendix K SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS

Safeguarding and Child Protection Contacts in Hammersmith and Fulham

Consultation and Advice about a child/young person resident in Hammersmith and Fulham

For a discussion about any concerns you have regarding a child, please contact our Initial Contact and Advice Team (ICAT) where you will get straight through to a Social Worker on tel: 020 8753 6610 (Out of hours – 020 8748 8588) .

Megan Brown
Safer Organisations (incorporates LADO) and Safeguarding in Education Manager
Telephone: 020 8753 5125
Mobile: 07776 673 020
Email: megan.brown@lbhf.gov.uk

For LADO consultations and referrals please contact the duty Child Protection Adviser on:

Telephone: 020 8753 5125
email: LADO@lbhf.gov.uk

If you cannot reach a duty CP Adviser you can reach:

Named LADO

Megan Brown
Safer Organisations (incorporates LADO) and Safeguarding in Education Manager
Telephone: 020 8753 5125
Email: megan.brown@lbhf.gov.uk

CSE Lead

Emily Harcombe
Family Support and Child Protection Advisor (Monday to Wednesday only)
Telephone: 020 8753 6918

Mobile: 07467 734 648
Email: emily.harcombe@lbhf.gov.uk

Bi-borough PREVENT

Contact the local team on:

Telephone: 020 8753 5727
Email: prevent@lbhf.gov.uk

Tri-borough Multi-Agency Safeguarding Hub (MASH)

Karen Duncan
Tri-borough MASH Business Support Officer
Telephone: 020 7641 3991
Email: kduncan1@westminster.gov.uk

Hammersmith and Fulham School Admissions, Attendance, Child employment, Elective home education and children missing education (ACE) Team

Elizabeth (Liz) Spearman
Hammersmith and Fulham Head of ACE and Admissions
Telephone: 020 8753 6231
Email: elizabeth.spearman@lbhf.gov.uk

 In an emergency call the police on 999 or 101 for non – emergencies.

Appendix L Key Changes to current version of KCSiE

Updates made in 2023 include:

- clarification around the roles and responsibilities of education staff in relation to filtering and monitoring
- clarification that being absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation
- additional information on online pre-recruitment checks for shortlisted candidates
- information on responding to allegations related to organisations or individuals using school premises.

The 2023 guidance introduces changes to Keeping children safe in education from 1 September 2023 as set out below.

Filtering and monitoring

The updated guidance makes it clear that all staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The designated safeguarding lead should take lead responsibility for understanding the filtering and monitoring systems and processes in place. Information on school child protection policies should include information on appropriate filtering and monitoring on school devices and school networks.

https://saferinternet.org.uk/resource/2019-lgfl-filtering-provider-response

https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-filtering

Children absent from education

The updated guidance highlights that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

Recruitment

Updated guidance states that schools and colleges should inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

Organisations or Individuals using school premises

Updated guidance includes information on responding to allegations relating to incidents occurring when an individual or organisation uses a school's premises. As with all safeguarding allegations, schools should follow their safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO).