

# SAFEGUARDING AND CHILD PROTECTION POLICY

SEPTEMBER 2021

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## 1. Introduction

This safeguarding and child protection policy is for all staff, parents, governors, volunteers and the wider school community. The school and its staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

This Safeguarding and Child Protection Policy should be read in conjunction with the Staff Code of Conduct, Behaviour Management Policy, Safer Recruitment Procedures Policy, Anti-bullying Policy, Health and Safety Policy, E-Safety Policy, Whole school ICT Policy, Whistleblowing Policy and Managing Allegations against Staff Policy and Designated teacher policy. It should also be read in conjunction with the statutory guidance *Keeping Children Safe in Education (2021)*.

## 2. Terminology

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

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

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

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

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

## 3. Statutory framework

Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in Islington are the responsibilities of the Islington Safeguarding Children Board (ISCB). In Islington (and London) all professionals must work in accordance with the London Child Protection Procedures (LCPP), 2018.

The school works in accordance with the following legislation and guidance:

- Keeping Children Safe in Education (2021)
- Working Together to Safeguard Children (2018)
- Education Act 2002
- Children Act 2004
- Children Act 1989
- Data Protection legislation (including the General Data Protection Regulation, 2018).
- Information sharing advice for safeguarding practitioners (2018)
- What to do if you're worried a child is being abused (2015)
- Counter-Terrorism and Security Act (2015)
- Serious Crime Act 2015 (Home Office, 2015)
- Education (Pupil Registration) Regulations 2006
- Sexual Offences Act (2003)
- Searching, screening and confiscation (2014)
- Preventing and Tackling Bullying (2017),
- Female Genital Mutilation Act 2003 (Serious Crime Act 2015)
- Islington Multi-Agency Safeguarding Arrangements 2019

#### **4. Equality Statement**

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 6.3)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of honour based abuse, FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Have a family member in prison or who offends
- Have persistent absenteeism

#### **5. Roles and responsibilities**

##### **5.1 Key personnel - contact details**

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures.

The Designated Safeguarding Lead (DSL 1) for child protection and the Designated Teacher for children looked after (CLA) is Ms Ania Chawluk (Assistant Headteacher).



Email: [chawluka@cfbs.islington.sch.uk](mailto:chawluka@cfbs.islington.sch.uk) Tel 02072533741 Ext: 701

The Deputy Designated Safeguarding Lead (DDSL) for child protection is Mrs Deborah Harrison (Inclusion Services Manager)



Email: [harrisond@cfbs.islington.sch.uk](mailto:harrisond@cfbs.islington.sch.uk) Tel 02072533741 Ext: 739

The Designated Governor for safeguarding and child protection is Mr Chris Gurney (Chair of Governors)



Email: [gurneyc@cfbs.islington.sch.uk](mailto:gurneyc@cfbs.islington.sch.uk) Tel: 07932085062

The Designated Manager for Allegations against staff and volunteers is Mr Jamie Brownhill (Headteacher)



Email: [brownhillj@cfbs.islington.sch.uk](mailto:brownhillj@cfbs.islington.sch.uk) Tel: 02072533741 ext 742

## 5.2 Roles and Responsibilities

### The Designated Safeguarding Lead (DSL) (and Deputy DSL):

The DSL is a member of the senior leadership team. They take lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL and their Deputy/ies (DDSL)

- has the time, funding, training, status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- is appropriately trained, with updates every two years.
- has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in *Keeping Children Safe in Education (September 2021)*, ensuring that all staff (including temporary staff, volunteers and contractors) receive necessary training, information and guidance.
- keeps a record of staff attendance at Safeguarding and child protection training.
- acts as a source of support and expertise to the school community on child protection matters.
- ensures that everyone in the school is aware of the safeguarding and child protection procedures and that they are followed at all times.
- ensures that all staff sign to indicate that they have read and understood the child protection and safeguarding policy and relevant HR policies.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers.
- takes lead responsibility for keeping full written chronological records of all concerns about a child even if there is no need to make an immediate referral to Children's Social Care.
- ensures that such records are stored securely and flagged, but kept separate from the pupil's general file.
- timely refers cases of suspected abuse to Children's Social Care or Police as appropriate in accordance with London Child Protection Procedures.
- works with statutory, targeted and universal agencies as required.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation.
- ensures that when a pupil leaves the school, all child protection records are passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed.
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed.
- attends and/or contributes to child protection conferences.
- coordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.

- takes lead responsibility for co-ordinating early help assessments for children within the school
- ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with governors regarding this.
- liaises with the nominated governor and Headteacher (where the DSL role is not carried out by the Headteacher) as appropriate.
- makes the child protection and safeguarding policy available publicly, i.e. on the school's website or by other means.
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- is always available to discuss safeguarding concerns.

### **The Governing Body**

- ensures that the policies, procedures and training in the school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.
- facilitates a whole school approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- ensures where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some SEND.
- ensures that there is a named Designated Safeguarding Lead (who is a member of the senior leadership team) and named Deputy Designated Safeguarding Lead/s, whom have undertaken appropriate training for the role.
- ensures that the school's safeguarding, recruitment and managing allegations procedures are regularly reviewed and evaluated.
- ensures the school contributes to multi-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.
- ensures that all staff and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated.
- ensures that all staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.
- ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and relevant staff HR Policies before they start work at the school.
- ensures that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.
- has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Headteacher and allegations against other children.
- appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and ensures that the designated teacher has the appropriate training.
- ensures that all pupils are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place.
- ensures that pupils are taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

- ensures that the Chair of Governors is responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Headteacher.

#### **The Headteacher:**

- ensures that the Safeguarding and child protection policy and procedures, particularly referrals of cases of suspected abuse and neglect are understood and implemented by all staff.
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- supports the designated teacher for children looked after to promote the educational achievement of any pupils who are looked after by the Local Authority and to ensure that all staff have the skills, knowledge and understanding necessary to keeping looked after children safe.
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe at all times including online as part of a broad and balanced curriculum.
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Local Authority designated officer (LADO) within one working day prior to any internal investigation.
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service, as advised by the LADO.
- appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

#### **All school staff and volunteers:**

- have a responsibility to provide a safe learning environment, challenging inappropriate behaviours to ensure a safe learning environment and not to normalise abuse. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the DSL to report any concerns. This includes children and young people who:
  - Are disabled and have specific additional needs
  - Have special educational needs (whether or not they have an Education, Health and Care Plan (EHCP))
  - Are young carers
  - Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
  - Are frequently missing/going missing from care or home
  - Are at risk of modern slavery, trafficking or exploitation
  - Are at risk of being radicalised or exploited
  - Are in challenging family circumstances such as drug and alcohol misuse, adult mental health issues and domestic abuse
  - Are misusing drugs and alcohol themselves
  - Have returned home to their family from care

- Are privately fostered.
- will develop their understanding of the signs and indicators of abuse and of their responsibility for referring any concerns.
- are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.
- know how to respond to a pupil who discloses abuse in line with the London Child Protection procedures and will pass this information on immediately to the DSL, or, in their absence, the deputy DSL.
- If, in exceptional circumstances, the DSL (or deputy) is not available, staff should speak to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.
- are aware of the school’s Whistleblowing Policy and Managing Allegations Policy and how to access it.

The School uses Impero Edaware software to record any safeguarding concerns and to record and track actions taken in relation to those concerns.

All staff at Central Foundation Boys’ School are trained in using Impero Edaware to log a safeguarding concern. This extends to safeguarding our students when they are online. Staff will log any safeguarding concerns they may have about a student on Impero Edaware and the concerns will be responded to in a timely manner by the relevant party.

Adults working in school or visiting the school and who do not have an Impero Edaware account, e.g. volunteers or contractors, should report any safeguarding concerns by completing a form enclosed in Appendix A and submitting the form to the school’s Designated Safeguarding Lead.

## **6 Types of abuse / specific safeguarding issues**

### **6.1 Types of Abuse**

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

There are four categories of abuse:

- physical abuse
- emotional abuse
- sexual abuse
- neglect

#### **Physical abuse**

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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.

### **Sexual abuse**

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.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health 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.

## **6.2 Peer-on-peer abuse**

Peer-on-peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age. Peer-on-peer abuse can take on many forms and can affect any child within the school community. The school recognises that any kind of abuse whether physical, emotional, sexual or verbal is still abuse and is dealt with firmly in accordance with the school's behaviour policy.

At CFBS there is a zero-tolerance approach to peer-on-peer abuse, and it will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. All disclosures will be handled sensitively, recorded, investigated and dealt with supported all individuals involved.

Please see [Peer on Peer Abuse - Policy and - Procedural Guidance - Including sexual violence and sexual harassment between children - April 2021](#)

All staff understand, that even if there are no reports of peer-on-peer abuse it does not mean it is not happening, it may be the case that it is just not being reported.

Peer-on-peer abuse can manifest itself in any of the following ways.

### **Bullying**

Bullying is defined as behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying can also be prejudiced-based and discriminatory.

A child that is being bullied can feel like there is no escape because it can happen wherever they are, at any time of day or night. There are many different forms of bullying which can be categorised in the following ways:

- Cyberbullying involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos, whether consensual and non-consensual the sharing of nudes and semi-nudes (also known as sexting) will require police involvement;
- Racist and religious bullying can include a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their race, ethnicity, culture, faith community, national origin or national status;
- Sexual, sexist and transphobic bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls;
- Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist bullying targets a young person solely based on their disability; this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victim's disability.

It is important to remember that bullying can also be a combination of the above.

### **Sexual violence and harassment**

Sexual violence and 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. Sexual violence and sexual harassment can exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Staff must maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But 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

### **Sexually harmful behaviour and sexting**

Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another, upskirting (not necessarily an actual skirt) or sexual assault/abuse or sexting. Sexting is sending or posting sexually suggestive images or videos including nude or semi-nude photography, via mobiles or over the internet. Photos and videos can be shared as text messages, emails, posted on social media or via mobile messaging applications such as Snapchat, WhatsApp or Facebook messenger. Creating and sharing sexual photos and videos of under 18's is illegal and young people who share sexual imagery of themselves or peers are breaking the law.

Incidents involving sexting can be categorised into the following three ways.

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

### **Intimate personal relationships abuse (Teenage relationship abuse)**

Intimate personal relationships abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

### **Child Sexual Exploitation (CSE)**

- Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.
- It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

## Gang Activity and Youth Violence

A child or young person can be exploited (sexually and/or physically) by a gang and normally by other children or young people already involved within the gang. Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and/or a means of gaining status within the hierarchy of the gang. Children may be forced to gain entry into the gang by carrying out an initiation process which may be harmful to them and/or may inflict harm to others. Where abuse takes place in a gang environment, members may perceive the abuse as normal, as well as accepting it as a way of achieving a respected status/title within the gang.

Peer-on-peer abuse is never dismissed or passed off as banter or part of growing up by anyone at the school. The school has robust systems in place which ensure that if a student is the victim of any type of peer-on-peer abuse they are fully supported and the abusers are dealt with firmly according to the school's behaviour policy. The school acts to minimise the risk of peer-on-peer abuse by promoting positive and high standards of behaviour amongst at all times around the school. The school also has effective systems in place where pupils can raise concerns and it provides safeguarding through the Citizenship programme and the daily morning tutor programme.

## Responding to an initial disclosure of peer on peer sexual violence and/or harassment

How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy).
- where the report includes an online element, being aware of searching [screening and confiscation](#) and [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). **The key consideration is for staff not to view or forward illegal images of a child.**
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;

- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker.
- being aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

### **Risk assessment and actions taken after a disclosure of peer on peer sexual violence and/or harassment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

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

The designated safeguarding lead (or a deputy) should ensure they are engaging with children’s social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. This will be in addition to the school risk assessment which main also be informed by social services.

Further actions should take account of:

- The wishes of the victim, this is especially important in the context of sexual violence and sexual harassment.
- Whether a crime has been committed
- The ages of the children
- Developmental stages of the children
- Any power of imbalance
- If it is a one-off incident, a pattern and/or containing other forms or abuse.
- The knowledge this can happen in an intimate personal relationship.
- What ongoing risks are ongoing?
- What other related issues there may be inclusion all forms of exploitation.
- A zero tolerance approach
- That students will need to be separated with all reports of rape and assault by penetration.
- Guidance from social services

For further guidance read the schools [Peer on Peer Abuse - Policy and Procedural Guidance - Including sexual violence and sexual harassment between children - April 2021](#)

The school also follows recent guidance provided by the Islington Safeguarding Children Partnership Protocol for managing peer on peer sexual violence, abuse and harassment in schools, settings and colleges. Please see Appendix B for the [Flowchart for managing peer-on-peer sexual violence, abuse and harassment](#).

### **6.3 Children with special educational needs and disabilities**

Children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Being more prone to peer group isolation than other groups and being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied.
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect.
- Communication barriers and difficulties in overcoming these barriers in relation to disclosing abuse or neglect.

### **6.4 Children Missing from Education**

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. The school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

Parents should always inform the school of the reason for any absence. Where contact is not made by parents and the school is unable to contact the parents, a referral may be made to another appropriate agency (Pupil Services, Social Care or Police).

The school will hold at least two emergency contact numbers for each child and will use both numbers for each child, if necessary, as part of the first day calling process.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

We follow the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps\* have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to Islington Council's Children Missing Education (CME) Service.

\*Reasonable steps include:

- telephone calls to all known contacts
- letters home (including recorded delivery)
- contact with other schools where siblings may be registered
- possible home visits where safe to do so
- enquiries to friends, neighbours etc. through school contacts

- enquiries with any other Service known to be involved with the pupil/family
- all contacts and outcomes to be recorded on the pupil's file

The school is required by law to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

The school is required to inform the Local Authority of any pupil who is going to be deleted from the admission register where they: `

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period; or, □ have been permanently excluded.

The school must notify the Children Missing Education Service in the Local Authority as soon as the grounds for deletion are met and no later than deleting the pupil's name from the register. It is essential for the school to comply with this duty so that the Local Authority can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

## 6.5 Sexual exploitation of children

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

- In exchange for something the victim needs or wants, and/or
- For the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually assaulted even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Victims of Child sexual exploitation can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

A significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The DSL is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

All staff are made aware of the indicators of sexual exploitation of children and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to Children's Social Care as with any other child protection concern. Parents will be consulted and notified as above.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

## **6.6 Child criminal exploitation**

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

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. Children involved in CCE need to be treated as victims themselves even though they may be committing crimes (particularly older children)

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

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education
- Carrying weapons

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

## **6.7 Female Genital Mutilation**

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia or other injury to female genital organs, for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic,

can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. FGM is illegal in the UK.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

There is a mandatory duty on teachers (and other professionals) to notify the police, on 101, of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. They should discuss the case with the DSL unless they've been specifically told not to disclose.

Indicators that FGM has already occurred include:

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

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

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

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

## 6.8 Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

## 6.9 Radicalisation and Extremism

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- Terrorism is an action that:
  - Endangers or causes serious violence to a person/people;
  - Causes serious damage to property; or
  - Seriously interferes or disrupts an electronic system

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

There is a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent duty.

The Prevent Duty requires schools to

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Some children are at risk of being radicalised, i.e. adopting beliefs and engaging in activities which are harmful, criminal or dangerous. The school is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

School staff receive training to help to identify signs of extremism and are made aware of the importance of identifying indicators of children being radicalised and reporting all concerns immediately to the DSL. The school will make appropriate referrals in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's relevant HR Policies, will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

The following behaviours listed here are intended as a guide to help you identify possible radicalisation, staff know their students well, so are in a prime position to recognise if **they're acting out of character**, where any concerns should be directed towards the director of learning and the safeguarding team:

#### Changes in outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

#### Changes in online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Where a student is receiving external support regarding radicalisation or extremism through the channel programme this information will be shared with any new school or college.

### 6.10 Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

### **6.11 Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### **6.12 E-Safety**

In today's society, children, young people and adults interact with technologies such as mobile phones, games consoles and the Internet on a daily basis and experience a wide range of opportunities, attitudes and situations. The exchange of ideas, social interaction and learning opportunities involved are greatly beneficial to all, but can occasionally place children, young people and adults in danger.

In addition as the school increasingly works online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the school ensures appropriate filters and appropriate monitoring systems are in place.

E-Safety covers issues relating to children and young people as well as adults and their safe use of the Internet, mobile phones and other electronic communications technologies, both in and out of school. It includes education for all members of the school community on risks and responsibilities and is part of the 'duty of care' which applies to everyone working with children.

The School empowers and educates pupils so that they are equipped with the skills to make safe and responsible decisions regarding the use of technology. This is done through Citizenship, the morning tutor programme and units of work on E-Safety in the ICT curriculum.

### **6.13 Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, some people abuse children through taking or using images.

To protect pupils we will:

- seek parental consent;
- not use the child's name or any other personal information that could identify the child with photos that are used for marketing purposes (e.g. newsletter, website)
- ensure pupils are appropriately dressed; and
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

#### **6.14 Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

#### **6.15 Modern Slavery (and human trafficking)**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour.

Modern slavery is child abuse. Children are recruited, moved or transported and then exploited or sold.

Modern slavery takes many forms:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- slavery
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.
- Removal of organs

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events. These include a child who:

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

### **6.16 Protecting pupils from harm that is linked to culture, faith or beliefs**

Protecting some pupils from abuse may require a better understanding of their families' faith, culture or belief to appreciate risk factors, recognise signs of abuse, and improve confidence in challenging practice which may be putting a child at risk of harm.

Some parent/s or carers may have a perspective on child rearing practices underpinned by culture or faith which are not in line with UK law and cultural norms, and they may put their child at risk of harm.

Not all practices related to culture, faith and beliefs are harmful, but there are some known practices involving children which are unsafe and in some cases against the law in the UK.

These include:

- branding a child as a witch
- breast ironing
- child trafficking
- cupping therapy
- female genital mutilation
- forced marriage,
- honour based abuse,
- harsh forms of physical chastisements,
- scaring initiations,
- certain healing practices and ritual practices.

Practices such as these can cause emotional, psychological and physical harm and in the worst cases death.

Culture, faith, belief or tradition is no excuse for harming a child and is condemned by people of all communities. Child abuse is never acceptable wherever it occurs and whatever form it takes.

### **6.17 Domestic abuse**

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

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

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

Please see [Domestic Abuse Act 2021 for the current definition of Domestic abuse.](#)

#### **Operation Encompass**

Supports police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day.

This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

#### **Refuge**

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for

potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

### **6.18 Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, '[NPCC- When to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

### **6.19 Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## **7. Indicators of abuse**

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn; □ challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development;
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

**It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.**

## **8. Impact of abuse**

The impact of child abuse, neglect and exploitation, should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## **9. Procedures**

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

All action is taken in accordance with the following guidance;

- London Child Protection Procedures (2018)
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

### **9.1 Dealing with Allegations of Abuse**

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** immediately report it to the DSL (or, in their absence, the deputy DSL) immediately. The concern must be reported both verbally and using the Safeguarding and Child Protection Recording form (see appendix).

If the child protection concern regarding physical or sexual abuse arises in a lesson, a teacher should discreetly press the PL button and inform the colleague on PL duty to alert the DSL that there is a safeguarding issue. It is important that details such as the child's name and the concern itself are not disclosed to the colleague on PL duty. The colleague on PL duty will immediately need to contact the DSL in person who will need to go the classroom where the concern has arisen. The concern must be relayed verbally to the DSL, after which the DSL will take the appropriate action. It is imperative that attention is not drawn to the pupil when relaying the concern to the DSL.

Staff must ensure that even if they have relayed the safeguarding concern to the DSL verbally, they must also record the concern on the Safeguarding and Child Protection Form as soon as possible and hand it to the DSL.

The DSL (or the deputy) will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 1 working day. Referrals to other local authority statutory services will be followed up, within the same timescale, using their referral forms.

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.**

**Islington children's social care team can be contacted on 0207 527 7400**

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay. Advice will always be sought from CSCT regarding the referral.

All referrals will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, this will not be done where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from Children's Services Contact Team and/or Police in making decisions about when it is appropriate to share information with parents/carers.

The DSL will let the member of staff who raised the safeguarding concern know about the action they have taken with respect to their concern.

However, if a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case. Under no circumstances, should staff start their own investigation.

Staff should only share information with the DSL and should not discuss the issue with colleagues, friends or family. However, information on individual child protection cases may be shared by the DSL (or deputy) with other relevant staff members on a need to know basis only and where it is in the child's best interests to do so.

Safeguarding contact details and photographs are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

### **9.2 If a member of staff or volunteer is concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the same record of concern form to record these early concerns and hand it to the DSL immediately. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below.

### **9.3 If a member of staff or volunteer is concerned about a pupil's mental health**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by contacting the DSL following up with a complete concerned form.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

### **9.4 If a pupil discloses to a member of staff or volunteer**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter of professional judgement. However, it is important that the pupil is never interrupted during their disclosure. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers).

During their conversations with a pupil/s staff will:

- allow them to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- not be afraid of silences – staff must remember how hard this must be for the pupil;
- **under no circumstances** ask investigative or leading questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this; (**however**, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?)
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next;
- let them know that the DSL will come to see them before the end of the day;
- report verbally to the DSL;
- write up their conversation as soon as possible on the Safeguarding and Child Protection record form and hand it to the DSL.
- only record the facts as the child presents them. The notes should not reflect staff’s personal opinion.

### 9.5 Staff reporting directly to child protection agencies

- Staff should follow the reporting procedures outlined in this policy. However, as emphasised in *Keeping Children Safe in Education (September 2020)*, they may also share information directly with Children’s Social Care and/or the Police if:
- the situation is an emergency and the DSL, the Deputy DSL, the Headteacher and/or the Chair of Governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil’s safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or headteacher at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

Staff may seek support directly from the Local Authority Designated Officer should they consider that necessary.

### 9.6 Support for pupils, families and staff involved in a child protection issues

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously

- nominating a link person who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- Co-operating fully with relevant statutory agencies.

## **10. Allegations against or concerns about Staff**

### **10.1 Abuse of trust**

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

### **10.2 If staff have concerns about a colleague, supply staff or volunteer**

Staff who are concerned about the conduct of a colleague - including visiting professionals and volunteers - towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The school's **whistleblowing** policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor too the Headteacher; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

This guidance should be followed where it is alleged that anyone working in the school including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Concerns or complaints about the Headteacher should be reported to the chair of governors, whose contact details are displayed in the staff room for any member of staff to use in such an instance.

Staff may also report concerns about suspected abuse or neglect directly to Children’s Social Care or the Police if they believe direct reporting is necessary to secure action. Contact numbers for both services are displayed in the staff room.

In light of KCSIE 2021, the school has a formal mechanism to share, record and respond to concerns (including allegations) about adults working with children that do not meet the harm threshold – i.e. low level concerns. All low-level concerns must be referred to the headteacher. If the concern relates to the headteacher, it should be referred to the chair of governors. A low-level concern does not mean it is insignificant. It is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult may have acted in a way that:

- is inconsistent with an organisation’s staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary.

A record of the low-level concern should be made, including brief information on how the concern arose, with chronological and concise details. The record should be signed, timed and dated.

The School’s policy on Managing Allegations Against Staff provides further guidance in relation to reporting and dealing with concerns and allegations relating to staff including supply staff, volunteers and contractors.

### **10.3 Allegations against staff**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

#### **All allegations against staff should be reported to the Headteacher -**

On receipt of an allegation, the headteacher will take the following actions:

- Basic enquiries to establish facts before contacting LADO
- A case manager (usually headteacher) to lead investigation
- The case manager to discuss any concerns about the welfare of other children in the community of member of staff’s family with DSL and make risk assessment
- DSL may then make a referral to children’s social care
- Where a member of staff has acted in a way outside of school that may question their suitability to work with children (transferable risk), a risk assessment should be carried out when appropriate

#### **Allegations against the Headteacher should be reported to the Chair of the Governing Body.**

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.

In accordance with *Keeping Children Safe in Education (September 2021)*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

## **11. Records and information sharing**

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst Data Protection legislation (including the General Data Protection Regulation, 2018) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life should not prevent sharing where there are real safeguarding concerns. Fears about sharing information should not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

The school will maintain child protection records in accordance with the guidance document provided by Education Safeguarding Service *Child Protection Record Keeping Guidance*.

In accordance with that guidance, the school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately;
- keep records in a folder in a meticulous chronological order;
- ensure all records are kept secure and in locked locations;
- ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a pupil moves.

Child protection records will be maintained independently from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it on the Safeguarding and Child Protection concern recording form noting what was said or seen, giving the date, time and location. All records will be dated and signed and will include any action taken at the time. This is then presented to the DSL who will decide on the next steps and record this accordingly.

All records related to child protection are kept in an individual safeguarding/child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth.

Where a pupil transfers from our school to another school/educational setting (including college), the DSL (or deputy DSL) will copy their safeguarding/child protection file in its entirety and forward the original file to the new educational setting. This will be marked 'Strictly Confidential' and for the attention of the receiving school's DSL, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and place this on the copied file which will be archived in line with our retention policy.

Where a pupil joins our school, we will routinely check with the previous early years setting or school whether there are current or historical safeguarding / child protection records.

## **12. Multi-Agency Working**

It is the responsibility of the DSL to ensure that the school is represented at any child protection conference called for children on the school roll or previously known to them. In addition, we will ensure that a child protection conference report is submitted two working days in advance of an initial conference and five working days for a review conference, in line with London Child Protection Procedures.

Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference in line with London Child Protection Procedures.

If a child is subject to a Child Protection, Child in Need plan or Early Help Assessment and Plan, the DSL will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation.

Where the school is part of the core group, the DSL will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child's social worker immediately and then record that they have done so and the actions agreed.

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

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

The school will work with these three bodies to ensure the safety of our children.

## **13. Staff training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and exploitation and to know what to do if they have a concern. New staff, governors who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- the school's child protection and safeguarding policy
- signs and symptoms of abuse and neglect
- responding to disclosure of abuse or neglect by a child

- reporting and recording arrangements
- the relevant HR policies for staff
- details of the DSL.

The DSL (and deputy) undertake ISCB Group 5 and Update/Refresher training child protection training at least every two years and regularly update their safeguarding and child protection knowledge and skills through attending DSL briefings and reading safeguarding newsletters, e.g. NSPCC Casper Weekly Updates. The Head teacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the ISCB.

The school ensures that the DSL (and deputies) also undertake training in multi-agency working and specific safeguarding areas as appropriate.

In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will always include a reminder of in school referral processes. Records of all child protection training undertaken are kept for all staff and governors.

#### **14. Site security**

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. Any visitor should be escorted or supervised by a member of staff while on site.

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

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

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

#### **15. Extended school and off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

When school pupils attend off-site activities, including day and residential visits and work related activities, the school will check that effective child protection arrangements are in place.

#### **16. Monitoring and review**

This policy will be reviewed annually by the governing body and/or following any updates to national and local guidance and procedures.

#### **Appendix A – Safeguarding Concerns Report Form**

Student Details	
Name	
Form	
Date and time of the incident/disclosure	
Details of person making report	
Name	
Role in school	
Contacts details (school email will suffice)	
Signature of person making report (please complete form and print first)	
Detail of person whom was originally reported to (if different to above)	
Name	
Role in school	
Contacts details (school email will suffice)	
Details of incident/concern	
<p>Please include:</p> <ul style="list-style-type: none"> <li>Names of all parties who were involved in the incident, including any witnesses to an event.</li> <li>What was said or done and by whom</li> <li>Any action taken to look into the matter (no investigation should take place at this point but do state if more information has been obtained inadvertently)</li> <li>This report should be factual. Any interpretation or inference drawn from what was observed, said or alleged should be clearly recorded as such.</li> </ul>	

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For use by DSL/DDSL	
Any further investigation carried out	
Outcomes of further investigation	
Further action to be taken	
Reasons why the organisation has decided not to refer this concern (if relevant)	



**Appendix B - Flowchart for managing peer-on-peer sexual violence, abuse and harassment**

