



Safeguarding and Child Protection Policy

September 2019

Contents

Important contacts.....	3
1. Aims.....	4
2. Partners, advisory bodies, legislation and statutory guidance.....	5
3. Definitions.....	5
4. Equality statement.....	6
5. Roles and responsibilities.....	6
6. Confidentiality.....	8
7. Recognising abuse and taking action.....	8
8. Notifying parents.....	15
9. Pupils with special educational needs and disabilities.....	15
10. Mobile phones and cameras.....	16
11. E-Safety.....	16
12. Complaints and concerns about school safeguarding policies.....	16
13. Record-keeping.....	16
14. Training.....	17
15. Monitoring arrangements.....	18
16. Links with other policies.....	18
Appendix 1: types of abuse, signs and symptoms.....	19
Appendix 2: safer recruitment and DBS checks – policy and procedures.....	20
Appendix 3: allegations of abuse made against staff.....	24
Appendix 4: specific safeguarding issues.....	27



Child Protection Statement

Social Arts for Education believes that it is always unacceptable and illegal for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

We recognise that:

- The welfare of the child/young person is paramount.
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.
- Working in partnership with children, young people, their parents, carers and agencies is essential in promoting young people's welfare.
- Our 3 local safeguarding partners' policies and procedures underpin our own and that we are clear on how to share information properly to safeguard children.
- Our proprietorial body will monitor our safeguarding practises regularly, at least in one specific sub-committee meeting with our DSOs annually, one face-to-face audit annually during a visit to the school and by way of headteacher's reports in proprietorial body meetings each month.
- SLT and DSOs should have face-to-face multi-agency training, inline with local safeguarding board's policies and procedures when necessary in order to share vital information and training onto other staff members and to construct school policy.

Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Annabel Leaver	020 8850 3286 annabel.leaver@safeschoolbexley.co.uk
Deputy DSL	Ruth McWeeney	0208 850 3286 ruth.mcweeney@safeschoolbexley.co.uk
Local authority designated officer (LADO)	Catrin Gruffydd Jones / Sharon Pearson / Winsome Collins	020 8921 3930 childrens-LADO@royalgreenwich.gov.uk
Chair of governors	LaReo Riviere	lareo18@yahoo.com
Channel helpline		020 7340 7264

Safeguarding and Child Protection Policy

Policy Aims

Social Arts for Education is committed to practices which protect children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues which cause children harm.

We will aim to safeguard children by:

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- Sharing information and being fully engaged with our 3 local safeguarding partners, including providing specific information that is requested by them.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Carefully following Safer Recruitment procedures in our selection of staff and volunteers.
- Providing effective management for staff and volunteers through support, supervision and training.
- Being committed to reviewing our policy and good practice annually, or when national legislation and/or guidance changes.
- Establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensuring children know that there are adults in the educational provision whom they can approach if they are worried.
- Including opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.
- Positively promoting an ethos in which pupils and staff can talk freely about concerns. The centre's daily reports and staff briefing sessions are vehicles which provide staff with a supportive and listening environment in which staff can raise issues. All staff have an equal voice.

Partners and advisory bodies

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2019\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#).

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners and are fully engaged with their current procedures and policies. Our local partners fall under the Greenwich Safeguarding Children Board (GSCP).

https://www.greenwichsafeguardingchildren.org.uk/info/200131/greenwich_safeguarding_children_board/5/what_is_the_local_safeguarding_children_partnership.

We also comply with guidance from Working Together to Safeguard Children where child death review guidance is available. Our local child death review partners arrangements can be found within the Greenwich Safeguarding Board who follow advice from the [London Safeguarding Board](#). Our designated Child Death Review Partners for Greenwich are:

CSC MASH Team: 020 8921 3172, MASH-referrals@royalgreenwich.gov.uk

Chair: Dr Nikesh Parekh, Public Health Associate, (tel 020 89213853, nikesh.parekh@royalgreenwich.gov.uk, or nikeshparekh@nhs.net)

Designated Paediatrician: Dr Grace Pereira, (tel 020 8294 3142, grace.pereira@nhs.net)

Legislation and statutory guidance

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education](#) which is detailed and practical advice to support schools and colleges and their staff in their safeguarding responsibilities

- [Education for a Connected World](#) This framework describes the skills and understanding that children and young people should have the opportunity to develop at different ages and stages. It highlights what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it safely
- [Teaching Online Safety in Schools \(2019\)](#) This guidance outlines how schools can ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements. Annex H shows recent changes to advice.

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

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

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

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Children includes everyone under the age of 18.

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

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

Types of abuse

These definitions are based on those from **the Department for Education's statutory guidance, Keeping Children Safe in Education (2019)**.

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

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

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

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

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

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

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

See Appendix 1 for: **Possible Signs and Symptoms of Abuse**

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 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated

safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education.

- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

Staff Code of Conduct

Keeping Children Safe in Education (September 2019) states that schools must have a staff code of conduct, and that this is explained to new staff at induction. Although non-statutory, the document '[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education](#)' is a good starting point to understand professional conduct towards children and young people. Social Arts for Education include such guidance in all induction and refresher safeguarding training. [SAFE Staff Code of Conduct](#).

The Designated Safeguarding Officer (DSO)

Our DSO is Annabel Leaver; [REDACTED] The DSO takes lead responsibility for child protection and wider safeguarding. During term time, the DSO will be available during school hours for staff to discuss any safeguarding concerns.

When the DSO is absent, the deputy; Ruth McWeeney [REDACTED] – will act as cover.

If the DSO and deputy are not available, LaReo Riviere [REDACTED] will act as cover.

The DSO will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

As Head Teacher Annabel Leaver is also responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction (see Induction Policy)
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSO has appropriate time, funding, training and resources, and that there is always adequate cover if the DSO is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

The Proprietorial Body

The Proprietorial Body will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The Proprietorial Body will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with all board members. This is always a different person from the DSL.

The chair of the Proprietorial Body will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher.

All Members of the Proprietorial Body will read Keeping Children Safe in Education: Section 13 has information on how proprietors are supported to fulfil their role.

Procedures

We will follow the procedures set out by our 3 local safeguarding partners, London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Children, Educational provisions and Families to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. This person is Annabel Leaver, Headteacher.
- Ensure we have a nominated proprietor responsible for child protection. This person is LaReo Riviere, Director/Chair of the Proprietorial Body
- Ensure every member of staff (including temporary and supply staff and volunteers) and proprietorial body knows the name of the designated senior person responsible for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection

- Ensure that parents have an understanding of the responsibility placed on the educational provision and staff for child protection by setting out its obligations in the educational provision prospectus
- Notify Children's Social Care if there is an unexplained absence of a pupil who has a child protection plan
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and meetings concerning specific children
- Keep written chronological records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely; separate from the main pupil file, and in secure locations
- Inform the Disclosure and Barring Service, as well as following correct procedures where an allegation is made against a member of staff or volunteer and disciplinary action has been taken
- Ensure Safer Recruitment practices are always followed, in line with Social Arts for Education's Safer Recruitment Policy

What to do if you suspect that abuse may have occurred

You must report the concerns immediately to the designated person:

Annabel Leaver 07538 573 507

and in their absence **Ruth McWeeney 07973 673 447**

or **LaReo Riviere 07782 332 215**

The role of the designated person is to:

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.
- Record any information via My Concern, which is our safeguarding information recording system.

They should also consult with Children's Social Care in the first instance if needed:

- **Bexley MASH - 020 3045 5440**
- **Bexley Safeguarding Children Board - 0203 045 4320 (9– 5 pm)**
- **Bexley Emergency Duty Service – 0208 303 7777 (outside of office hours including weekends)**
- **Greenwich Contact and Referral Team - 020 8921 3172**
- **Greenwich Safeguarding Children Board (Co-ordinator for schools)- 020 8921 4438**
- **Greenwich Emergency Duty Team - 020 8854 8888 (out of office hours only)**
- **Lewisham Safeguarding Children Board - 020 7138 1446**
- **Lewisham MASH - 020 8314 9181**
- **Bromley Children's Referral and Assessment Team - 020 8461 7373 / 7379 / 7404 / 7309 / 7026**
- **Lewisham Safeguarding Children Board - 020 7138 1446**
- **Bromley Children's Referral and Assessment Team - 020 8461 7373 / 7379 / 7404 / 7309 / 7026**

Or the relevant department in the local authority where the child is resident.

Our local authority's safeguarding partnership board; The Greenwich Safeguarding Children Board (GSCP), set out criteria for action and local protocol for assessment which we make sure are reflected in our school/trust's own policies and procedures.

- **If none of the above are appropriate, contact the Police Child Abuse Investigation Team on 0207 230 3700 (8am – 6pm or calls outside these hours should be made to 999) to clarify any doubts or worries. The NSPCC can also provide advice.**

- The designated person should make a referral to Children's Social Care or the police without delay if it is agreed during the consultation or if there is an immediate risk to the child.
- The referral should be made to the Children's Social Care Agency in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Children's Social Care Department in that borough. In Bexley, depending on the child's address, referrals are made to either East or West Child Care Teams.
- A telephone referral should be made and confirmed in writing using an inter-agency referral form within 48 hours (these can be found in the front of the safeguarding file). Children's Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days. Any referrals that are faxed to Children's Social Care should be followed up by a telephone call to confirm receipt.
- Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the designated person.

Suspicious will not be discussed with anyone other than the DSO and those on a need-to-know basis. Confidentiality is of high importance.

It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the nominated designated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

Responding to a child making an allegation/disclosure of abuse

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSO as soon as possible that you have done so

After a child has disclosed abuse the designated person should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

How to Keep Children Safe Online

[Teaching Online Safety in Schools \(2018\)](#) explains how to minimise the risks to children online and how to make sure children understand and apply advice and guidance. This guidance should be regularly shared with parents and carers and adapted into child-friendly activities and assemblies for children.

Children

If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix two: **Specific Safeguarding Issues**

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSO and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSO and follow our local safeguarding procedures. The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSO and follow our local safeguarding procedures.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSO first to agree a course of action.

If in exceptional circumstances the DSO is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSO will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and

supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Figure 1 (Below): procedure if you have concerns about a child's welfare illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSO first to agree a course of action.

If in exceptional circumstances the DSO is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSO as soon as possible.

Early help

If early help is appropriate, the DSO will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSO will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSO will make the referral or support you to do so.

If you make a referral directly, you must tell the DSO as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSO or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child’s situation does not seem to be improving after the referral, the DSO or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child’s situation improves.

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

Serious Violent Crime

We recognise that some children may be more vulnerable to being associated with or committing serious violent crimes. Although the table below refers to primary aged-children, many of our students may have the emotional intelligence of peers several years younger than them and so the factors below are relevant in terms of increased risk for our secondary-aged students.

Risk factors strongly associated with youth violence, gang involvement and factors that overlap in their association with youth violence and gang involvement

Factor	Strong risk factors for youth violence (age group)	Strong risk factors for gang involvement (age group)
Child	<ul style="list-style-type: none"> • Troublesome (7-9; 10-12) • High daring (10-12) • Positive attitude towards delinquency (10-12) • Previously committed offences (7-9) • Involved in anti-social behaviour (10-12) • Substance use (7-9) • Aggression (7-9) • Running away and truancy (7-9; 10-12) 	<ul style="list-style-type: none"> • Marijuana use (10-12)
Child's Family	<ul style="list-style-type: none"> • Disrupted family (7-9; 10-12) • Poor supervision (10-12) 	

Risk factors strongly associated with youth violence, gang involvement and factors that overlap in their association with youth violence and gang involvement

Factor	Strong risk factors for youth violence (age group)	Strong risk factors for gang involvement (age group)
Child	<ul style="list-style-type: none"> • Troublesome (7-9; 10-12) • High daring (10-12) • Positive attitude towards delinquency (10-12) • Previously committed offences (7-9) • Involved in anti-social behaviour (10-12) • Substance use (7-9) • Aggression (7-9) • Running away and truancy (7-9; 10-12) 	<ul style="list-style-type: none"> • Marijuana use (10-12)
Child's Family	<ul style="list-style-type: none"> • Disrupted family (7-9; 10-12) • Poor supervision (10-12) 	

Ways to manage and prevent serious violent crime

Young people’s involvement in violence is not a new problem. Lots of approaches to tackling this issue have already been tried, and some have been successful. Knowing about these can help leaders and managers of schools and colleges to decide how to prevent the problem, while achieving maximum value for money (based on evidence of what works) and improving the

chances of success. A list of potentially effective preventative and treatable approaches can be found in the Home Office's [Preventing youth violence and gang involvement Practical advice for schools and colleges](#) which includes suggestions such as;

- Mentoring
- Bullying prevention
- Social skills development
- Parental programmes
- CBT (cognitive behavioural therapy)

Within the advice there are more approaches with limited evidence of effectiveness such as;

- Knife/student searches
- Attitude change programmes
- Extra-curricular activities
- Conflict resolution
- Ex-gang member testimonials
- Drama-based workshops

Indicators that may signal that children are at risk from, or are involved with, serious violent crime can be found in [Appendix 1: Possible Signs and Symptoms of Abuse](#)

Your responsibilities when responding to an incident

If you are made aware of an incident involving serious violent crime, you must report it to the DSO immediately.

The DSO should manage the concern as follows;

- The DSO will contact the local authority children's social care team and follow its advice, as well as the police if the concern involves a potential criminal offence.
- The DSO will put a risk assessment and support plan into place for all children involved using management strategies as suggested above.
- The DSO will contact the children and adolescent mental health services (CAMHS), if appropriate

Allegations of abuse made against other pupils (peer-on-peer abuse)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)
- Is deemed as 'upskirting'. The definition of which is: upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm. It is now a criminal offense and should be dealt with accordingly so.

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSO will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSO will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSO will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by refereeing pupils to our posters across the school.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Upskirting

Upskirting, where a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm is now considered a criminal offense. Upskirting and other forms of similar misuse of photography, will be dealt with as a criminal offense, no matter the age, sex or relationship of the perpetrator.

Your responsibilities when responding to an incident

If you are made aware of an incident involving upskirting, you must report it to the DSO immediately.

You must **not**:

- View, download or share the photograph yourself, or ask a pupil to share or download it. If you have already viewed the photograph by accident, you must report this to the DSL
- Delete the photograph or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the photograph (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

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

If a pupil makes an allegation of upskirting against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSO will contact the local authority children's social care team and follow its advice, as well as the police as the allegation involves a potential criminal offence which should be managed with the same procedure aforementioned in this policy when dealing with disclosures of abuse.
- The DSO will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSO will contact the children and adolescent mental health services (CAMHS), if appropriate

Sexting

This approach is based on guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#).

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSO immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

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

Initial review meeting

Following a report of an incident, the DSO will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

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

The DSO will make an immediate referral to police and/or children's social care if:

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

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSO will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSO will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done by the DSL

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Below are some examples of how Sexting can be covered in our curriculum.

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

E-Safety

All staff should be aware of the dangers children face online and should be up to date with specific guidance in our [E-Safety Policy](#) which refers to [Education for a Connected World](#) and the DfE Guidance, [Teaching Online Safety in School](#).

Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSO will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Pupils with special educational needs and disabilities

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

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

Recruitment and appointment of workers and volunteers- safer recruitment and DBS checks – policy and procedures

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

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

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

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the

[Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

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

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

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

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

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

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

Trainee/student teachers

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

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

The Proprietorial Body

All members of the Proprietorial Body will have an enhanced DBS check without barred list information.

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

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Supervisory arrangements for the management of out of educational provision hours' activities.

We will aim to protect children from abuse and team members from false allegations by adopting the following guidelines:

- All clubs independent of the educational provision must have their own child protection policy & procedure in line with the educational provision's.
- The club will keep a register of all children attending the activities and give a copy to the educational provision.
- The club will keep a register of all team members (both paid staff members and volunteers) and ensure they are CRB checked and subsequently registered with the ISA as it is phased in.
- Registers will include arrival and departure times.
- The club will keep a record of all sessions including monitoring and evaluation records.
- The team members will record any unusual events on an accident / incident form.
- Written consent from a parent or guardian will be obtained for every child attending the activities.
- Team members should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful, in such circumstances another adult should be told.
- Team members may escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian and a care plan is in place for the child naming them as part of the care plan.
- All team members should treat all children with dignity and respect in both attitude language and actions.

Support and Training

We are committed to the provision of safeguarding training for all our team members.

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training if they do not already hold up to date training.

Volunteers will receive appropriate training, if applicable.

Training for the DSO and deputies

The DSO and deputies will undertake child protection and safeguarding training at least every 2 years.

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

They will also undertake Prevent awareness training.

The Proprietorial Body

All members of the Proprietorial Body will receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

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

Recruitment – interview panels

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

Record Keeping

- DCSF guidance says that the Designated lead should keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from

records available for examination by parents or children unless subject to a court order.

- The records should be completed in a timely manner and include all relevant information such as dates, times, others involved, witnesses etc. All records should be signed and dated. The child's confidential record should include a front sheet chronology of concerns to support the understanding of the impact of past concerns, patterns and escalation of concerns.
- If a child transfers to another educational provision or other educational establishment, the Designated Person should forward the child protection file to a named person at the receiving educational provision / establishment under separate cover from the academic records. The file should be marked '*confidential, to be opened by addressee only.*'
- The Designated Person should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory educational provision age should be archived and catalogued.
- When making a referral, the referrer should keep a written record of:
 - i. Discussions with child
 - ii. Discussions with parent/s
 - iii. Discussions with staff
 - iv. Information provided to Children's Social Care
 - v. Advice given and decisions taken (clearly times, dated and signed)
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.
- The Educational provision will ensure that they keep up-to-date personal data records of all the children by regularly reminding parents to inform us of any change in family circumstances and requesting an annual update.

Confidentiality and Information Sharing

We recognise that all matters relating to child protection are confidential. We understand that:

- The Manager or Designated Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- We have an obligation to share specific information to our 3 local safeguarding partners.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

When considering sharing information the staff will consider the seven golden rules:

1. Remember that the Data Protection Act is not a barrier to sharing information, it provides the framework.
 2. Be open & honest with the person from the outset about how information may be shared.
 3. Seek advice, do not fail to share information because you are unsure what to do.
 4. Share with consent where appropriate & respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared.
 5. Consider safety and well-being of the child and base information sharing decisions on this
 6. Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent to share it.
 7. Keep a record of your decision and reasons for it, record what you have shared, with whom and the purpose.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
 - We will always undertake to share our intention to refer a child to Children's Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Children's Social Care or Safeguarding Children's Services at this point.

Whistle Blowing

Staff should be aware that children may feel unable to express concerns in an environment where staff fail to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the council's whistle blowing policy.

Continuous discussion of how staff and volunteers are expected to share information will increase children’s trust and may be a factor in whether or not a child discloses information or not.

Monitoring arrangements

This policy will be reviewed **annually** by Annabel Leaver and the Board of Trustees . At every review, it will be approved and signed by all members.

_____	_____
Designated Person	Signature
Annabel Leaver	

_____	_____
Deputy Designated Persons	Signature(s)

LaReo Riviere

Marion Leaver

_____	_____
‘Named’ trustee for Child Protection	Signature
LaReo Riviere	

_____	_____
Chair of Proprietorial Body	Signature
LaReo Riviere	

This policy will next be fully reviewed in September 2020 and amended prior to this if required.

Appendix 1: Types of Abuse; Possible Signs and Symptoms

It is not always easy to recognise a situation where abuse may occur or has already taken place. **All** Social Arts for Education employees have a responsibility to act if they have any concerns about the behaviour of an individual towards a child or young person. Social Arts for Education encourages and expects employees to discuss any concern they may have about the welfare of a child or young person immediately with the Designated Child Protection Person.

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs & symptoms of can be found in Chapter 4 of London Child Protection Procedures (2007) and Keeping Children Safe in Education, Part 1. Also pupils with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. However it must also be remembered that disabled children are 3 times more likely to experience abuse or neglect than non-disabled peers.

Physical Abuse

- Unexplained and so called “accidental” injuries, burns or bruising
- Improbable excuses or refusal to explain injuries
- Refusal to undress for PE
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive

- Fear of suspected abuser being contacted

Emotional Abuse

- Physical, mental and emotional development delays
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual attention seeking behaviour
- Extremes of passivity or aggression

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Itching or pain in the genital area
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Stealing food/money
- Poor educational provision attendance
- Compulsive attention seeking

Serious Violent Crime

- Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school

- Change in friendship or relationships with others or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them (see page 12)

Appendix 2: Safer Recruitment, DBS Checks - Policy and Procedures

Please see our separate [Safer Recruitment Policy](#)

Appendix 3: Managing Allegations Against Staff and Volunteers

Responding to Allegations of abuse against a member of staff, other worker or volunteer

Record the incident, in the person who disclosed the allegation's words, as soon as possible. Then, the following steps must be followed:

- Identify the DSO, who will be responsible for managing allegations.
- Ensure the child's welfare is paramount.
- Ensure all reports or disclosure that indicate that an adult staff member or volunteer has:
 - Behaved in a way that has harmed, or may have harmed a child
 - Possibly committed a criminal offence against or related to a childOR
 - Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

The DSO should then:

- Fully record and notify to HR and consult with the Local Authority Designated Officer (LADO) childrens-LADO@royalgreenwich.gov.uk In all cases ensure that the appropriate action is taken.
- Ensure that the adult about whom there are concerns is treated fairly and honestly and provided with support.
- Consider the safety & welfare of other children in the class/educational provision.
- Remember that disciplinary action is the responsibility of the educational provision but that any decisions should be made in consultation with the LADO and, if involved, the police.
- Work with the LADO to keep the child and their family fully informed in relation to any investigation and subsequent action.

Appendix 4 : Specific safeguarding issues

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

Children missing from education

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

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

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

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

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

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

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

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

Indicators of sexual exploitation can include a child:

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

Homelessness

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

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

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

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

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

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

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

FGM

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

This policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

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

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

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

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

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

The DSO will:

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

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. 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.

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

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

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

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

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

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

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

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

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or

- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

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