



Safeguarding And Child Protection Policy

January 2024

Aims:

- To develop a culture of vigilance where 'safeguarding is everyone's responsibility and a part of everyday life' at Barham Primary School.
- To provide all staff with the necessary information to enable them to meet their safeguarding responsibilities.
- To demonstrate the school's commitment with regard to safeguarding of pupils, parents, carers and other partners.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially Social Services, health and the police.
- All paid and unpaid staff are given appropriate support, training and information.
- To ensure all members of the school community are treated with dignity and respect.

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INTRODUCTION

This policy aims to provide all members of staff (paid and unpaid), Governors, children and young people, and their families with a clear and secure framework for ensuring that all children at Barham Primary School are protected from harm, both while at school and when off the schools premises e.g. when on a school visit. As part of this policy, we have assessed the risks and issues in the wider community when we are considering the wellbeing and safety of our pupils and the contents of this policy.

Barham Primary School Safeguarding statement

*At Barham Primary School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We expect everyone in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage young people to talk to us about anything that worries them. We endeavour to provide a safe and welcoming environment where children are respected, valued and their voices are heard. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. **Safeguarding is everyone's responsibility and all staff may raise concerns directly with children's services.** Barham Primary School believes in supporting all aspects of children and young people's development and learning, and keeping children safe. We understand that emotional and social aspects of learning create a foundation for all academic learning. At our school, pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. We will always act in the best interest of the child.*

LEGAL GUIDANCE and POLICIES

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Keeping Children Safe in Education 2023
- Working Together to Safeguard Children July 2018
- Meeting digital and technology standards in schools and colleges, March 2023
- Teacher standards
- London Child Protection Procedures
- Children Act 1989
- United Convention of the Rights of the Child 1992
- Data Protection Act 2018
- Staff Code of Conduct
- School's Behaviour Policy and Procedures
- Anti-Bullying Policy
- Online Safety and Acceptable Use Policy
- Relationships and Health Education Policy
- Behaviour in Schools – advice for head teachers and school staff
- Children missing education: statutory guidance for local authorities – September 2016
- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- Information Sharing July 2018 - Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, DfE, 2018
- Education Act 2011
- Searching, screening and confiscation, advice for schools, September 2022
- Terrorism Act 2006
- Prevent Duty June 2015

- Guidance for safer working practice for those working with children and young people in education settings February 2022
- When to call the police for schools and colleges
- Sharing Nudes and Semi-nudes: advice for education settings working with children and young people December 2020
- Child Sexual Exploitation – A guide for practitioners, February 2017

TERMINOLOGY

- **Safeguarding** and promoting the welfare of children is defined for the purposes of this policy as:
 - 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, in either a paid or a voluntary capacity.
- **Child** refers to all young people who have not yet reached their 18th birthday.
- **Parent or Carer** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents or aunts, uncles or grandparents if there is a private fostering arrangement.

EQUALITY STATEMENT

We recognise that:

- The welfare of the child is paramount, as enshrined in the Children Act 1989
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, their special educational needs or other issues
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

PROCEDURES

Our school procedures for safeguarding children will be in line with Local Authority and Brent Safeguarding Partnerships and should be read in conjunction with Keeping Children Safe in Education September 2023.

In order to ensure children are adequately protected, we will ensure that:

- We have a Designated Safeguarding Lead (DSL) and a Deputy DSL (DDSL) and 6 Designated Safeguarding Officers who have all passed level 3 safeguarding training. All school staff will receive training for safeguarding to ensure they understand and adhere to 'Keeping Children Safe in

Education 2023'. In addition to this staff will take part in ongoing CPD covering a range of contextual safeguarding issues.

- All staff have read and understand Part One of KCSIE 2023 and are aware of the indicators of child abuse and how to respond to concerns or allegations of abuse by children.
- All staff have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- The Safeguarding Policy is reviewed on an annual basis by the DSL and the board of Governors unless an incident or new legislation or guidance suggests the need for an interim review.
- The DSL/Deputy DSL will be the first people to be approached in the light of any concerns, allegations or disclosures.
- There are Designated Safeguarding Officers who will act in the absence of the DSL and DDSL, who will also receive appropriate training.
- The Designated Safeguarding Lead will meet with the safeguarding team fortnightly to monitor the Child Protection record for the school to ensure it is an accurate and an up to date record.
- All members of staff are familiar with the categories and definitions used when referring to Child Protection.
- All members of staff develop their understanding of the signs and indicators of abuse. (See Appendix 3.1 – 3.9)
- All members of staff know how to respond to a pupil who discloses abuse. They will ensure that time is given to the child in order that they can fully concentrate on the child's disclosure and that this time is found as a matter of urgency. This information will then be passed on via the Safeguarding and Child Protection Online Reporting system CPOMs or if there is no access to the online system then information will be passed on using the Safeguarding Concerns form (see Appendix 6) and by speaking to the Designated Safeguarding Lead.
- All members of staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- All staff should be able to reassure victims that they are being taken seriously.
- The Designated Safeguarding Leads will ensure that the correct Safeguarding and Child Protection recording systems and forms for monitoring, recording and reporting to formal settings are made accessible to staff. Staff will ensure that these forms are kept confidentially, kept up to date and completed in line with deadlines. (See Appendix 8 -9 for copies of these forms)
- All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding procedures. The Safeguarding and Child Protection Policy will be available on the school website with a poster of the designated safeguarding team for parent/carer reference.
- All new members of staff will be emailed a copy of our Safeguarding and Child Protection Policy, Staff Code of Conduct and Keeping Children Safe in Education (September 2023) as part of their induction into the school and as updates are released.
- Training undertaken by the Designated Safeguarding Leads and Safeguarding Officers pertaining to child protection and safer recruitment will be documented and recorded.

- Staff will use the Child Protection Online Monitoring System CPOMS to raise concerns and add chronology about a child. Where the concern refers to Child Protection DSLs will be alerted immediately in person.
- All staff will know will be aware of Early Help and Family Well-being centres in our local area. They will understand the Early Help referral process and their role in identifying families who would benefit from Early Intervention.

Information on Family Well-being Centres can be found here: <https://www.brent.gov.uk/children-young-people-and-families/support-for-parents-andfamilies/family-wellbeing-centres>

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

- Please see Appendix 16 for our Continuing Professional Development and training matrix for Safeguarding.

RESPONSIBILITIES – Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is responsible for:

- Adhering to the Brent Safeguarding Partnerships advice, Local Authority and school procedures with regard to referring a child if there are concerns about possible abuse (including online safety and understanding the filtering and monitoring systems and processes in place)
- Recording any concerns and actions on CPOMS and monitoring all year groups by completing regular audits of information.
- Ensuring that ongoing monitoring of Vulnerable Pupils is up to date.
- Ensuring that action points agreed at Child Protection Conferences, Child Protection Reviews and Core Group Meetings are carried out. (see record sheet Appendix)
- Ensuring that accurate and up to date information about individual children is presented at Child Protection Conferences.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil's general records and that all records are passed on to their next school.
- Ensuring that any pupil currently with a Child Protection plan (CP) who is absent without explanation is referred to their Key Worker or Social Worker and that the attendance of children with a Child in Need Plan (CIN) or those who are 'Vulnerable pupils' is monitored closely and any concerns referred to their key social worker.
- Manage referrals from school staff or any others from outside the school;
- Work with external agencies and professionals on matters of safety and safeguarding; undertake training. This may include the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Raise awareness of safeguarding and child protection amongst the staff and parents
- Be aware of pupils who have a social worker
- Liaise with mental health support team, where safeguarding concerns are linked to mental health

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
- Be aware of pupils who have a social worker and help promote educational outcomes for this vulnerable pupil group.
- The DSL should take lead responsibility for safeguarding and online safety, which include overseeing and acting on: filtering and monitoring reports, safeguarding concerns, checks to filtering and monitoring systems (including annual reviews of the system).

RESPONSIBILITIES – Governors

Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can ‘assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.’ This training is regularly updated.

The governing body and proprietors also have a responsibility to do all that they reasonably can to limit children’s exposure to online risks from the school’s IT system. Part of this responsibility is to make sure the designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role and all other staff, through their training, are aware of the expectations and their roles and responsibilities around filtering and monitoring.

The governing board should review the DfE’s [filtering and monitoring standards](#) and work with the IT staff and service provider what needs to be done to support the school in meeting the standards. They should also consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

Governors and proprietors should ensure that the leadership team and any other relevant staff at the school have an awareness and understanding of the provisions in place and manage them effectively. They should ensure that the leadership team and relevant staff also know how to escalate concerns when identified.

The school has a designated safeguarding governor, Daksha Thanki, who will act as the link person between the governing body and the designated safeguarding leads. The governor will review safeguarding procedures/practices including access to training through regular meetings with the safeguarding leads. Where safeguarding concerns arise regarding a member of staff, the governor will liaise with the Head of School and the Chair of Governors. If the concern relates to the Head of School, the Chair of Governors will liaise with the Local Authority Designated Officer (LADO). See Appendix 14 for information provided by the LSCB for how staff allegations are managed.

‘When an Allegation is made against a member of staff (paid/unpaid) the Designated Senior Manager for Allegations (DSM) within your agency should be informed and should immediately consult the Local Authority Designated Officer (LADO)’. Brent LSCB 2019

CHILD PROTECTION & SUPPORTING CHILDREN

We recognise that the school has a role to play in supporting children who are experiencing great challenges in their lives. We also recognise that these challenges may be of a child protection nature. We acknowledge that the school may provide the only stability in the lives of children who have been abused or who are at

risk of harm. We recognise that the school should fully understand how being a victim of abuse can manifest itself in numerous ways. We recognise that the school must endeavour to put in place systems and ongoing training in order that all members of staff can act appropriately. Children will always be given time and privacy to talk to a member of staff in order to discuss issues that are affecting them or worrying them. We appreciate that a child who is abused or witnesses abuse may find it difficult to develop and maintain a sense of self-worth. We understand that a child in these circumstances may feel helpless, humiliated and may feel self-blame. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

OPPORTUNITIES TO TEACH SAFEGUARDING

Children at Barham Primary School are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. On our school curriculum map, safeguarding is threaded through the curriculum. Our curriculum will tackle, at an age-appropriate stage, issues such as:

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

We will seek to support and keep children safe by:

- Valuing them, listening to and respecting them
- Sharing concerns with agencies who need to know, and involving parents and children appropriately
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying – PSHE, Circle Time, Lunchtime Clubs, Well-Being Groups
- Promoting a caring, safe and positive environment within the school using school values, British Values, Rainbow Rules, Year Group assemblies, and School Collective Worship, PSHE, Circle Time, worry boxes, speak out stay safe initiative (NSPCC).
- Holding regular Inclusion meetings with key school based staff
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Services as soon as there is a concern or to seek advice.
- Providing continuing support to a pupil about whom there have been concerns when moving from one class teacher to another or who leaves the school by ensuring that appropriate information is forwarded under confidential cover.
- Ensuring that children who are at risk are closely monitored.
- Ensuring that monitoring procedures are up to date and regularly reviewed.

- Children will be given time & privacy should they wish to talk to an adult.

EXTRA-FAMILIAL HARMS

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

SAFEGUARDING AND MENTAL HEALTH

All staff Barham Primary School are aware that 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.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy. See appendix four for how to report a concern.

The school **Senior Mental Health Lead** is **Silvana Mazzaschi** who is also a Designated Safeguarding Officer.

PUPILS WITH A SOCIAL WORKER or KEY WORKER

At our school, we recognise that when a child has a social worker or key worker, it is an indicator that the child is more at risk than most pupils. These pupils are in a category called 'Vulnerable Pupils'.

This may mean that they may be more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker. We may do this by supporting pupils in class with targeted interventions and providing well-being interventions where they can receive support from a teaching assistant training in 'Emotion Coaching'. This pupil group is tracked by the DSL and attainment and progress is monitored closely.

ONLINE SAFETY

Whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children, are potentially at greater risk of harm than others (both online and offline)

At Barham Primary School pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems that we have in place. However, many pupils are able to access the internet using their own data plan and devices at home. Our school's 'Online Safety Policy' includes information about the '4Cs' (Content/Contact/Conduct/Commerce). This provides a basis for our online policy. The school is clear on the use of mobile and smart technology. These are not allowed in school and if they are brought in must be left at the school office. As the majority of Year 6 pupils walk home, their mobile devices are collected in at the

start of each day and locked away securely until the end of the school day. We provide clear guidance about how to stay safe online at home. Our Online Safety Policy reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children could sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. We are committed to keeping children safe online and provide half termly tech-safety drop ins for parents/carers and have a Designated Digital Safeguarding lead. We also have a designated email for online safety concerns for parents and carers: safeguarding@barham.brent.sch.uk

Our Digital Safeguarding Lead is **Natalie Dweh** and she can be contacted in school on **0208 902 3706** or at the email safeguarding@barham.brent.sch.uk.

We use resources from a variety of sources, including the LGfL and NSPCC to support families and share regular updates in our Newsletter about the latest online safety guidance.



MONITORING AND FILTERING

It is the responsibility of the school to choose an appropriate filtering and monitoring system. The DfE's published filtering and monitoring standards explain that the school must:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually (unless
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet our safeguarding needs

Additional support can be obtained from UK Safer Internet Centre: “appropriate” filtering and monitoring <https://www.saferinternet.org.uk/advicecentre/teachers-and-school-staff/appropriate-filtering-andmonitoring>

The school is directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically (along with Our approach to online safety) to keep up with evolving cybercrime technologies

The IT service provider should have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider should work with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

TYPES OF ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

There are four main types of abuse and these are:

Physical abuse including FGM (Female Genital Mutilation)

Emotional Abuse including Domestic Abuse

Sexual abuse including Child Sexual Exploitation (CSE)

Neglect including Child Missing from Education (CME)

PHYSICAL ABUSE

This 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.

PHYSICAL ABUSE - FEMALE GENITAL MUTILATION (FGM)

FGM involves procedures that include the partial or total removal of the external female genital organs for non-medical reasons; it still exists as a traditional custom in many communities across the world and is practiced across faith groups. FGM as a practice is medically unnecessary, extremely painful and has serious health consequences, both at the time-when the mutilation is carried out and in later life. There are four types of FGM (appendix 3.2).

FGM is known by a number of names, including 'female genital cutting', 'the cut', 'circumcision' or 'initiation'. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the **ages of 5 and 8 years old** and therefore girls within that age bracket are at a higher risk. FGM is illegal in many countries across the world but is still a deeply rooted custom (Kenya 96% of women have undergone FGM and yet it is illegal in this country). It is widely practised mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. FGM has also been documented in communities in Iraq, Israel, Oman, the United Arab Emirates, Palestine, India, Indonesia, Malaysia and Pakistan.

FGM is a form of child abuse and violence against women, it is illegal in the UK (FGM Act 2003) Suspicion of FGM having already taken place or knowledge of girls at risk must be reported (Section 5B (11) of the FGM Act 2003 – as inserted by Section 74 of the Serious Crime Act 2015.) It is also against the law to groom or prepare a girl to have any type of FGM.

IMPACT OF FGM

- Immediate impact – severe pain and bleeding, shock, great pain and difficulty in passing urine, urinary infection, trauma and even death.
- Long term impact – Physical, sexual and psychological impact including, chronic pelvic infections and pain, decrease in sexual enjoyment, post-traumatic stress disorder, depression, menstrual and urinary disorders, adverse events during childbirth, tearing of scar tissue, extremely painful sex, infertility.

FGM REPORTING PROCEDURES

Where there is a disclosure of FGM it is important that staff know what their statutory response should be. Keeping Children Safe in Education (2023), paragraph 44 says 'whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

What is often less well-known is what a teacher should do next to make a report.

Below is a very short summary and must be read in conjunction with the mandatory reporting guidance. (See <http://safeguarding.link/fgmreporting>)

The mandatory reporting procedures say:

'It is recommended that you make a report orally by calling 101, the single non-emergency number.'

'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'.

In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

The procedures also set out what information is needed, in order to make a report.

KNOWN cases of FGM are defined as:

- Where a girl **informs** the person that an act of FGM has been carried out.
- Where the professional **observes** physical signs that appear to show that an act of FGM has been carried out.

DUTY APPLIES TO: teachers or those carrying out teaching work

DUTY APPLIES IN RELATION TO:

- girls under the age of 18 at the time of the disclosure or identification
- cases directly disclosed by the victim

DUTY DOES NOT APPLY:

- In relation to at risk or suspected cases or where the woman is over 18 (in these cases local safeguarding procedures should be followed).
- Where the disclosure is not by the victim (though such disclosures should be handled in line with local safeguarding procedures).

REPORTS UNDER THE DUTY:

- **TIMESCALE** – should be made as soon as possible but definitely within 48 hours i.e. close of the next working day.
- Should be made to the local police service by ringing 101 (unless you feel the girl is at risk of immediate harm and therefore 999 should be called)
- State you are making a report under the FGM mandatory reporting duty
- Have relevant details of yourself and the child/others involved to hand
- Keep comprehensive records
- Inform the girl and inform the child's parents that a report has been made under the mandatory duty (unless this could put the girl at risk)

STEPS TAKEN FOLLOWING A REPORT UNDER THE DUTY – A multi-agency response will be initiated by the police, which could lead to:

- Measures necessary to protect the girl/others (social care led)
- Possible criminal investigation
- The health and wellbeing requirements of the girl/ others (health led)
- Application by the police for a FGM Protection Orders (FGMPO)

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating

in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

DOMESTIC ABUSE

Statutory Definition (April 2021)

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result. Some children become withdrawn and find it difficult to communicate, others may act out the violence or aggression they have witnessed, or blame themselves for the abuse. All children living with abuse are under a great deal of stress and need support.

Operation Encompass

Barham Primary School is part of operation encompass.

Operation Encompass is a partnership between police and schools. The aim is to ensure that schools have timely information about all police attended incidents of domestic abuse, no matter where in the world the child lives.

The National Domestic Abuse helpline

This helpline can be called free of charge and in confidence, 24 hours a day on **0808 2000 247**.

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. It may involve a parent or carer failing to

provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Missing from Education (CME) - Neglect

Knowing where children are during school hours is an extremely important aspect of Safeguarding.

Children being absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues (can be an indicator of abuse and neglect and/or the criminal exploitation of children).

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education 2023 the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or e. are permanently excluded

We will ensure the local authorities are aware of any parent/carer of a child with an education, health and care (EHC) plan who are intending to educate their child at home.

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Unauthorised Absences

The school will contact the parent or carer of any child who has an unauthorised absence. If a child has a repeated number of unauthorised absences, the parents or carers will be contacted, informed of their child's overall attendance record and asked to discuss the reasons. If the situation does not improve, the school will then contact the school Education Welfare Officer (EWO) who may visit the home and/or invite parents to a meeting in order to ensure that the parents or carers understand the seriousness of the situation. Attendance meetings with parents/carers involve the EWO, Head Teacher and Family Support Worker, an improvement plan will be put in place and the consequences and processes applied if attendance does not improve, will be explained to the parent. This meeting will allow the parent to give explanation as to why their child's attendance is poor and the meeting may be able to agree a support package for the family. The governors, supported by the EWO, reserve the right to consider taking legal action, possibly resulting in a fixed penalty fine, against any parents or carers who repeatedly fail to accept their responsibility for sending their children to school on a regular basis.

Unexplained Absences

- ❖ When a child is absent unexpectedly, the class teacher will record the absence in the register.
- ❖ A note may be sent to the school prior to the day of absence, e.g. if a child has an unavoidable medical appointment.
- ❖ If there is any doubt about the whereabouts of a child, the class teacher should take immediate action by notifying the school office. The school will then be in contact straight away with the parent or guardian, in order to check on the safety of the child.
- ❖ If a family cannot be contacted for over 3 days, a referral will be raised to the Education Welfare Service. If the family is known to social care and the child /children subject to CIN support or CP plan, then the allocated social worker will be contacted on the second day of absence where the family has not contacted the school or is not able to be contacted by the school.
- ❖ If the Education Welfare Office cannot locate the child or family, the school will report the child/family to the LA as Child Missing from Education.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

CHILD ON CHILD SEXUAL ABUSE AND/OR HARRASMENT

All staff at our school should be aware that children could abuse other children (often referred to as child on child abuse). At Barham Primary School, we have a zero tolerance approach to abuse and it will never be passed off, for example, as “banter”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. We recognise that it is more likely that girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

We take a whole school safeguarding and child protection approach to child sexual violence and harassment. This means involving everyone in the school, including the governing body, all the staff, children, parents and carers. All of our systems, processes and policies operate with the best interests of the child at their heart. Systems are in place, are well promoted and easily accessible for children to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and give feedback. For example, pupils can use a virtual worry box on the school website and/or write worries down and post them in the class worry boxes in school (see Appendix 4). For children who are SEND there are visual prompt cards and adapted worry box slips.

School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer sex abuse. We use the ‘Brook Sexual Behaviours Traffic Light Tool’ <https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-lighttool/> to support and equip professionals to make consistent and informed decisions that neither stigmatise nor criminalise young people. Where there is a concern that a pupil in school may have behaved

inappropriately towards another pupil, this should be passed immediately to the Designated Safeguarding Lead or a member of the safeguarding team. They will discuss the matter with parents/carers, social care or police as appropriate.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- sexting (also known as youth produced sexual imagery).

When investigating the matter, the Designated Safeguarding Leads will consider:

- The possible impact on the child/victim.
- Any disparity in age between the abusing and abused child.
- Whether there is any element of coercion or violence.
- Exploratory play should be dealt with in school, involving parents as appropriate.

The Designated Safeguarding Leads will:

- Keep the involved children separate to avoid collusion or intimidation
- Not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- Keep a detailed log of actions (including sanctions where appropriate), discussions and decisions.
- Contact parents of involved children in light of the information shared
- May contact MASH team (Multi Agency Safeguarding Hub) to access social care for guidance and support throughout the process

If the assessment concludes that the allegations made can be substantiated, the school will make a referral to social care who have the responsibility for progressing enquiries and carrying out investigations. The

school will work to support the families but will place safeguarding the abused child and abuser at the heart of all decisions. When dealing with such allegations, the school will be mindful that there is significant research evidence, to suggest that children who behave in a sexually inappropriate and/or aggressive way towards other children, are often victims of abuse themselves.

Teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair.

Considering Confidentiality

Staff taking a report will never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. We will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation. The victim may ask us not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, we may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice will be sought from the designated safeguarding lead (or a deputy), who should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will be explained to the victim and appropriate specialist support will be offered.

For additional information on confidentiality and information sharing please see [Safeguarding Practitioners Information Sharing Advice](#) and [NSPCC: Information sharing and confidentiality for practitioners](#).

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, we will be aware of anonymity, witness support, and the criminal process in general so we can offer support and act appropriately. Further information can be found in: [CPS: Safeguarding Children as Victims and Witnesses](#).

As a matter of effective safeguarding practice, Barham Primary School will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment.

Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

At school we will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

Risk Assessments

Report of sexual violence or sexual harassment will include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer.

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

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- 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, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments will be recorded and will be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and put adequate measures in place to protect

It is not the role of our school to provide legal advice or support to victims, alleged perpetrators or parents in respect of a criminal justice process. We will be aware of our own school's position and responsibilities only.

Impact on any siblings

It is important to understanding intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

We have signposting in place for parents/carers and children to the following helplines and webpages. This is also on our school website.



This helpline provides both children and adults who are potential victims of sexual abuse in schools with the appropriate support and advice. This includes how to contact the police and report crimes if they wish. The helpline also provides support to parents and professionals.



CEOP helps any child or young person under the age of 18 who is being pressured, forced or tricked into taking part in sexual activity of any kind. This can be something that has taken place either online or in 'the real world', or both. The CEOP Safety Centre has clear information and advice on what can be reported to CEOP, the reporting process and what will happen if you do decide to make a report. You can visit the CEOP Safety Centre and make a report directly to CEOP by clicking the Click CEOP button.

'STOP IT NOW' are a child protection charity who work to prevent child sexual abuse by making sure adults know what they can do to keep children safe. Through their anonymous and confidential online advice and self-help resources, they can help you:

CHILD SEXUAL EXPLOITATION (CSE)

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



Types of CSE

- Child on Child – Exploitation of children and young people by other children and young people. This could happen through gangs, groups or individuals.
- Older 'boyfriend'
- Sexual Bullying
- Opportunistic – Takes a situation where a young person or child is vulnerable and uses it to abuse the child/young person.
- Familial – Through someone that they know- a family member, a family friend or used as a debt repayment by a family member.
- Online grooming which leads to sexual exploitation
- Trafficked

Exploitation

Victims of CSE are exploited in many ways such as:

- befriending the victim □ giving gifts to them
- giving accommodation
- encouraging drugs and alcohol abuse

- creating an atmosphere where the victim is allowed to be 'grown up'
- Taking the victim to places that they would not normally go, e.g. clubs, restaurants etc.

Perpetrators exert financial, emotional, physical control; this is normally gone through organised networks. Technology is often used to identify victims, groom them and coerce them.

Who is likely to be exploited?

CSE can happen to any young person. There is no immunity. However, some children and young people may be more vulnerable and more susceptible to CSE.

Vulnerability Factors

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

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

Prevention against CSE

- Raise awareness amongst young people, parents, communities and professionals
- Refer to Multi Agency Safeguarding Hub (MASH) and Multi – Agency Sexual Exploitation (MASE)
- Education settings to support children and young people to reduce risk of entering into abusive relationships
- Responding to children that go missing from home, care and education
- Good support for LAC and Care Leavers
- Long term post abuse support services
- Strong strategic leadership

Signs of CSE - Please see Appendix 3.6 for possible signs of CSE.

OTHER KEY SAFEGUARDING AREAS

1. COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

2. EXTREMISM AND RADICALISATION

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’. Staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of (susceptible to) radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. Someone referred to Channel will be required to provide their consent before any support through the programme is provided

Definitions:

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 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.

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

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

Our Policy on extremism and radicalisation is one of protecting children from harm by ensuring that they are taught in a way that promotes key values such as respect, tolerance and diversity. This is consistent with the British values, Democracy, Individual Liberty, Tolerance of faiths & Beliefs, and encompasses a range of values through a broad and balanced curriculum, which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. Pupils are presented with the contexts in which to develop these skills.

Terrorism (Terrorism Act 2006)

Forms of extremism leading to terrorism.

- Violence/property damage/endanger life/disrupt electronic systems

- Designed to influence government or intimidate the public
- Purpose to advance a political, religious, racial or ideological cause

Who is likely to be exploited?

Radicalisation or extremism can happen to any young person. There is no immunity. However, some children and young people may be more susceptible.

Vulnerability Factors

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

The school adapts the government's 'Prevent' initiative and seeks to address any issues through four key areas as outlined in the Prevent Duty June 2015 (DFE):

1. Risk Assessment
2. Working in Partnership
3. Staff Training
4. ICT Policies

As a school we will endeavour to offer WRAP training (workshop to raise awareness of prevent) to all of our school staff and evaluate the school's response to the prevent duty by completing an evaluation plan annually.

3. CHILD SEXUAL EXPLOITATION (CSE) and CHILD CRIMINAL EXPLOITATION (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be, the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised

abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

5. VIOLENCE AGAINST WOMEN & GIRLS (VAWG)

Violence Against Women and Girls comprises of Female Genital Mutilation (FGM), Honour Based Violence (HBV) and Forced Marriage (FM). The school recognises that incidents of Honour Based Violence (HBV) and Forced Marriage (FM) directly involving children at primary school may be scarce though not impossible. However, it is imperative that staff are aware of such issues that may affect families or involve families in our school and consequently the children at our school through older siblings or other family members.

6. HONOR BASED ABUSE (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes, which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

7. FORCED MARRIAGE (FM)

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where pressure is a factor. This is an entirely separate issue from arranged marriage. Forced Marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Forced Marriage is a criminal offence since June 2014 and since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages

A person commits an offence under the law of England and Wales if he or she -

- Uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage.
- Believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.
- Practises any form of deception with the intention of causing another person to leave the United Kingdom.
- Intends the other person to be subjected to conduct outside the United Kingdom that is an offence under subs (1) or would be an offence under that subsection if the victim were in England or Wales.

Any information pertaining to Honour Based Violence or Forced Marriage must be reported to the Designated Safeguarding Leads who will contact the relevant agencies. Staff must not attempt to intervene directly in such cases. Issues around human rights are addressed through the curriculum focusing on key aspects such as rights of girls, individualism, and the British Values.

8. HUMAN TRAFFICKING

The school ensures that staff are familiar with the very real issue of human trafficking and how it could be affecting our families either directly or indirectly. We are aware that human trafficking is a violation of human rights and involves the forced trade of people. It is a crime and can involve the movement of people against their will within a country as well as between countries. The school is aware that our admissions procedures need to ensure that all papers are carefully checked and that any concerns should be followed up with the correct local safeguarding procedures. Particular attention should be given to children who present at school with “family members” other than their direct father and mother and to any child where the paper work of the adults is unclear. It should be considered that commercial sexual exploitation against a woman’s will is a reality in our locality and therefore an awareness of such issues is paramount.

9. BULLYING

Our policy on bullying is set out in our school Behaviour and Anti-Bullying Policy. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

10. RACIST INCIDENTS

Our policy on racist incidents is set out in our Behaviour and Anti-Bullying Policy. It acknowledges that a single serious incident, repeated racist incidents or to allow or condone racism may lead to consideration under child protection procedures.

11. SHARING NUDES AND SEMI-NUDES (previously known as ‘sexting’)

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

Definition:

This advice uses the term ‘sharing nudes and semi-nudes’ to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop, which works offline.

The term ‘nudes’ is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. The problem is that once taken and sent, the sender has lost

control of these images and these images could end up anywhere. They could be seen by future employers, their friends or even by child sex offenders. By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they are breaking the law, as these are offences under the Sexual Offences Act 2003. (CEOP, 2015) There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important we apply a consistent approach when dealing with an incident to help protect ourselves as staff the school and the pupil. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All staff should be familiar with this information.

School staff must also refer to the following documents for advice on responding to incidents involving Sexual violence, sexual harassment and sharing nudes and semi-nudes in schools:

- [Keeping Children Safe in Education 2023 – Part 5](#)

In order for staff to understand schools' powers of screening, searching and confiscating electronic devices that may contain indecent images or content we refer to the following guidance:

- [Searching, screening and confiscation- advice for schools 2022](#)

LOOKED AFTER CHILDREN - (LAC)

The DSL is responsible for Looked After pupils (LAC) and is the named Designated Teacher for LAC pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- Being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- Designated Safeguarding Lead – oversees the general well-being and progress of all LAC children. □
- Offering in school support such as anger management or social skills training as appropriate □
- Targeting pupil premium specifically to support children in care.
- Attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- Monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- Monitoring their academic progress carefully to try to ensure they are making good progress in school making full use of "tracker" systems
- Informing their Year Team Leaders that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team
- Being careful not to accept any under achievement just because the child is 'looked after'
- Looking out for difficulties with home learning or resources that may be a result of their being in care and liaising with carers to organise and manage their work and by providing the resources needed
- Enlisting the support of and liaising with other agencies as appropriate
- Checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self-esteem projects/residential organised by the school as and when appropriate.

SPECIAL GUARDIANSHIPS & ADOPTION

We keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

We have a mandatory duty to report to the local authority where we are aware or suspect that a child is subject to a private fostering arrangement. Although we have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, at school we will have a clear record of who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

YOUNG CARERS

It is the responsibility of the Designated Safeguarding Leads to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation.

SERIOUS VIOLENCE

All staff receive training as part of their Safeguarding CPD programme on Youth Violence and Serious Violence. They are made aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with; individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as

being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. *Further advice for serious violence is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines.*

PUPILS WITH SEND

The school is aware that pupils with Special Educational Needs and Disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

The school seeks to ensure that all staff are aware of children's needs and how to best support them. The staff are vigilant and work closely with parents, carers, guardians and other agencies to ensure these children are protected from harm. Pupils with SEND are set safeguarding awareness targets regularly as part of their personalised learning plans.

SAFEGUARDING IN THE EARLY YEARS

The school has taken measures to ensure that children in the early years develop and thrive in a safe environment by:

- Ensuring that all staff adhere to Acceptable User's policy for mobile phone and ICT equipment usage
- Ensuring that staff working in the early years are adequately trained including having two NNEBs and all TAs being at least level two trained.
- Ensuring that at least one member of staff has paediatric first aid training and accompanies children on trips and visits.
- That all staff have up to date safeguarding training.
- Ensuring that the correct ratios of adults to children are applied at all times.

CONFIDENTIALITY

We recognise that all matters relating to Child Protection are of a confidential nature and should be treated as such.

- The Designated Safeguarding Leads and DSOs will disclose information about a pupil to the key member of staff on a Need to know basis only. This information will only be passed on to relevant members of staff by the key member if and when it is required.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot and must not promise a child to keep a secret.

SUPPORTING STAFF

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with a safeguarding lead and to seek further support as appropriate. The Designated Safeguarding Leads act as each other's supervision support. We advertise the following helpline for staff to contact should they need to access support out of hours from a trained professional.

<https://www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling>

ALLEGATIONS AGAINST STAFF and CONCERNS ABOUT STAFF BEHAVIOUR

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors

At Barham Primary School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the head teacher immediately; any concerns about the head teacher should go to the Chair of Governors who can be contacted by email on d.thanki@live.co.uk

(See Appendix 19)

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the head teacher. Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The head teacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

An allegation relating to an incident that happens when an individual or organisation is using our school premises for the purposes of running activities for children should also follow their safeguarding policies and procedures. This includes informing the LADO.

LOW-LEVEL CONCERNS

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the head teacher will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;

- to the individual involved and any witnesses.

Reports about supply staff and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

We encourage staff to feel confident to self-refer, where, for example, they have found themselves in a situation, which could be misinterpreted, might appear compromising to others, and/or on reflection, they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns will be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records will be kept confidential, held securely and comply with the Data Protection Act 2018. As a school, we will decide how long we retain this information, but it is recommended that it is kept on school file until the individual leaves their employment.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes have to be revised or extra training delivered to minimise the risk of it happening again.

WHISTLE BLOWING

We recognise that children cannot be expected to raise concerns in an environment where the staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. These concerns should be brought to the attention of the Head Teacher or Chair of Governors. Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

WHISTLE BLOWING PATHWAYS

If you have raised any concerns related to the safeguarding of pupils and you feel that, your concerns have not been adequately dealt with. You may wish to discuss your concerns with the one of the key people below.

Name	Role	Contact details
Daksha Thanki	Chair of governors	d.thanki@live.co.uk
Florence Lindsay-Walters	Local safeguarding Officer (LADO) Designated	Brent.LADO@brent.gov.uk 07776665883 0208 9372447
Family Front Door/MASH	To access social services	0208 937 4300
NSPCC	Whistleblowing Helpline	0800 028 0285

PHYSICAL INTERVENTION

We acknowledge that staff must only ever use physical intervention as a last resort and at all times be mindful to use minimal force necessary to prevent injury. We understand that physical intervention can cause injury or distress to a child. The school follows the statutory guidance on use of force published by the DfE.

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

The following four staff members are trained in Level 2 Positive Handling and should be alerted immediately if physical intervention is necessary to keep a child safe: Shanta van Amstel, Stephen Anti, Elisabeth Hicham, Omar Fraser-White, Urvashi Vekaria, Nicola Darien-Amadani, Gaby Fernandez, Amrita Gupta, Angela Asare, Valbona Hasani, Adar Abdul, Rekha Gohil, Edyta Deputat and Afia Choudhoury. Staff are aware of those staff who are 'Positive Handling' trained.

OUTSIDE AGENCIES – WORKING IN PARTNERSHIP

The school works very closely with outside agencies to support children and families. This includes health services, speech and language therapist, social care and the Educational Welfare Officer (EWO).

SAFER RECRUITMENT

- The school is committed to safer recruitment and ensures that prospective employees or volunteers go through a thorough and rigorous process. All members of staff have DBS and this is updated every 3 years as agreed by governors.
- The school holds a single Central Record with relevant data for all members of staff.

The following staff are trained in safer recruitment:

- Interim Executive Headteacher - Georgina Nutton
- Interim Head of School - Jayshree Thakore
- Chair of Governors - Daksha Thanki
- Interim Deputy Headteacher – Shanta van Amstel
- Associate Headteacher/DSL – Natalie Dweh
- Associate Headteacher/DDSL – Elisabeth Hicham
- Associate Headteacher – Nyasha Brackett-Thomas

- Associate Headteacher – Stephen Anti
- Payroll Manager – Kokila Jethwa
- HR Manager – Dorothy D’Souza

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment and interview process.
- Inform shortlisted candidates that we might conduct an online search as part of due diligence checks in the recruitment process
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for

DISQUALIFICATION BY ASSOCIATION

A change in the law means that Disqualification by Association will only apply on domestic premises from September 2018. However, Disqualification under the Childcare Act 2006, still applies to staff themselves. Schools must no longer ask about the cautions or convictions of someone living or working in their household.

HEALTH AND SAFETY

Our Health & Safety policy and our Educational Visits Policy are set out in separate documents. They reflect the consideration we give to the protection of our children both within the school environment and when undertaking school trips and visits away from the school environment.

ACCIDENTS AND WELFARE

If a child is injured or an accident occurs, the child/ren are sent to the medical room. The Welfare officer then judges whether any medical attention is required. In cases when children are medically attended to, a letter is sent home to the parents and a copy of a HSL is kept on file. There is also a list of children who visit the medical room. The welfare officer is first aid trained as well as a number of other adults in various classes in the school. Where a child requires medication regularly, a meeting is held with the welfare officer and parent/carer and a plan is set out, outlining the frequency of the medication and dosage. The parent also signs a letter to consent that the welfare officer can administer the medication.

INTIMATE CARE

Intimate care is any care which involves carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. The school is committed to ensuring that all staff responsible for intimate care of children will undertake their duties in a professional manner at all times. Please see Intimate Care Policy for more details.

SITE SAFEGUARDING

The school safe guards the site in a variety of ways. All entrances to the school building are secure. Access to the school site is via the main office and all visitors are expected to sign in and wear a visitor’s badge. All members of the school have a fob that identifies them as staff. On-going issues are raised by staff and

these are put on the school's online reporting log for the site staff to deal with. These are monitored regularly and actions and outcomes are written in response to issues.

Regular checks are made by the site staff and appropriate risk assessments are made and distributed to staff so everyone is aware of their safeguarding duty. All risk assessments in relation to the school site are kept in the office.

FIRE DRILLS & CRITICAL INCIDENTS

All staff are made aware of the fire procedures for all buildings on site. This forms part of their new staff induction. Fire drills are carried out half termly and the findings are reported to the governors and actions are written and followed up by site staff. The staff and Board of Governors of Harlesden Primary are always conscious that an emergency, crisis or disaster affecting the school community could happen at any time, either in school, or a school trip or in the local community. An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions and requiring the assistance of the Emergency Services, Local Borough or other agencies.

BEHAVIOUR of Visitors

The school expects all of the school community to adhere to the school's core values. Any visitor who is causing harassment, anxiety and distress, the school will record such incidents and further action such as a ban from the school premises may be enforced. Such incidents are reported to the Governing Body under the private and confidential section of the Heads Report, which is distributed to Governors termly.

INFORMATION SHARING

Keeping Children Safe in Education 2023 paragraph 110 states that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Appendix Contents

A1- Safeguarding Information Poster and Safeguarding Statement for visitors

A2-Recognising abuse

A3 – Signs and Indicators of Abuse

A4 – Worry Box – Pupils reporting a concern or worry

A5-The six R's

A6-Reporting a concern flowchart

A7 -Sexting – A Typology

A8-Safeguarding Concern Form

A9-Body Map

A10-Transfer of Child Protection Records

A11-File transfer record and receipt

A12-Welfare Notes Record Sheet

A13-Welfare prompts

A14-Safeguarding Meeting Notes Record Sheet

A15-Procedures for raising a concern

A16 – A guide for professionals and volunteers facing an allegation of abuse

A17 - Safeguarding and Child Protection Training Requirements

A18 – Flowchart for responding to incidents of Sexual Violence and Sexual Harassment

A19 – Who to go to report a concern

Appendix 1

School Safeguarding Statement for Visitors

Welcome to Barham Primary School. We recognise our moral and statutory duty to safeguarding our pupils and promote their welfare at all times. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our pupils and follow our procedures.

REPORT concerns to our Safeguarding Team:



Designated Safeguarding Lead/AHT LKS2: Natalie Dweh
Contact details: ndweh@barham.brent.sch.uk



Deputy Designated Safeguarding Lead/AHT EYFS: Elisabeth Hicham
Contact details: ehicham@barham.brent.sch.uk

SAFEGUARDING TEAM



Associate Head/SENDCo:
Silvana Mazzaschi



Interim Deputy Head:
Shanta van Amstel



Interim Head of School:
Jayshree Thakore



Parent/Pupil Liaison:
Margaret Narcisse



Associate Head UKS2:
Stephen Anti



Associate Head KS1:
Nyasha Brackett-Thomas

If you are concerned for a child's health, welfare or safety in any way you must speak to The Designated Safeguarding Lead (DSL) Natalie Dweh or Deputy Designated Safeguarding Lead (DDSL) Elisabeth Hicham or the Designated Safeguarding Officers (DSO), Margaret Narcisse, Georgina Nutton, Jayshree Thakore, Shanta van Amstel, Silvana Mazzaschi, Nyasha Brackett-Thomas or Stephen Anti before you leave the school site.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate. If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSL to keep everyone safe.

If you become concerned about a pupil's immediate safety, notify the nearest member of staff and tell them why you are concerned. You should speak to the DSL or a member of the Safeguarding Team before you leave the school site. Ask a member of staff if you would like help to locate a member of the Safeguarding team. If you have any questions or wish to see our Safeguarding Policy, please contact the DSL or see the school website.

If you feel a child is at risk of immediate danger, call '999'

Appendix 2

Recognising Abuse

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2018) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Appendix 3.1

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

PHYSICAL ABUSE

DEFINITION:

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.

SIGNS:

- Marks and Bruises
- Suspicious stories about how marks made □ Frequent bumps etc.
- Broken Bones
- Frightened / nervous at simple movements / jumpy
- Jumping when adult raises voice
- Introverted, shy or withdrawn
- Tearful
- Poor behaviour / Bullying others
- Repeating inappropriate behaviour/ bullying
- Violent outbursts
- Hair missing
- Scratches / burns
- Stories include violent descriptions / pictures depict regularly violent scenarios □ Hitting or aggressive to other children
- Sleeping in class
- Self-conscious when changing for PE
- Restless and fidgety
- Wetting / soiling them self
- Mood swings
- Little contact with other children
- Poor attendance
- Use of bad language
- Physically threatening behaviour
- Shouting

Appendix 3.2

FEMALE GENITAL MUTILATION (FGM) IS PHYSICAL ABUSE

DEFINITION:

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is against the law except when performed by a registered medical profession on medical or mental health grounds. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

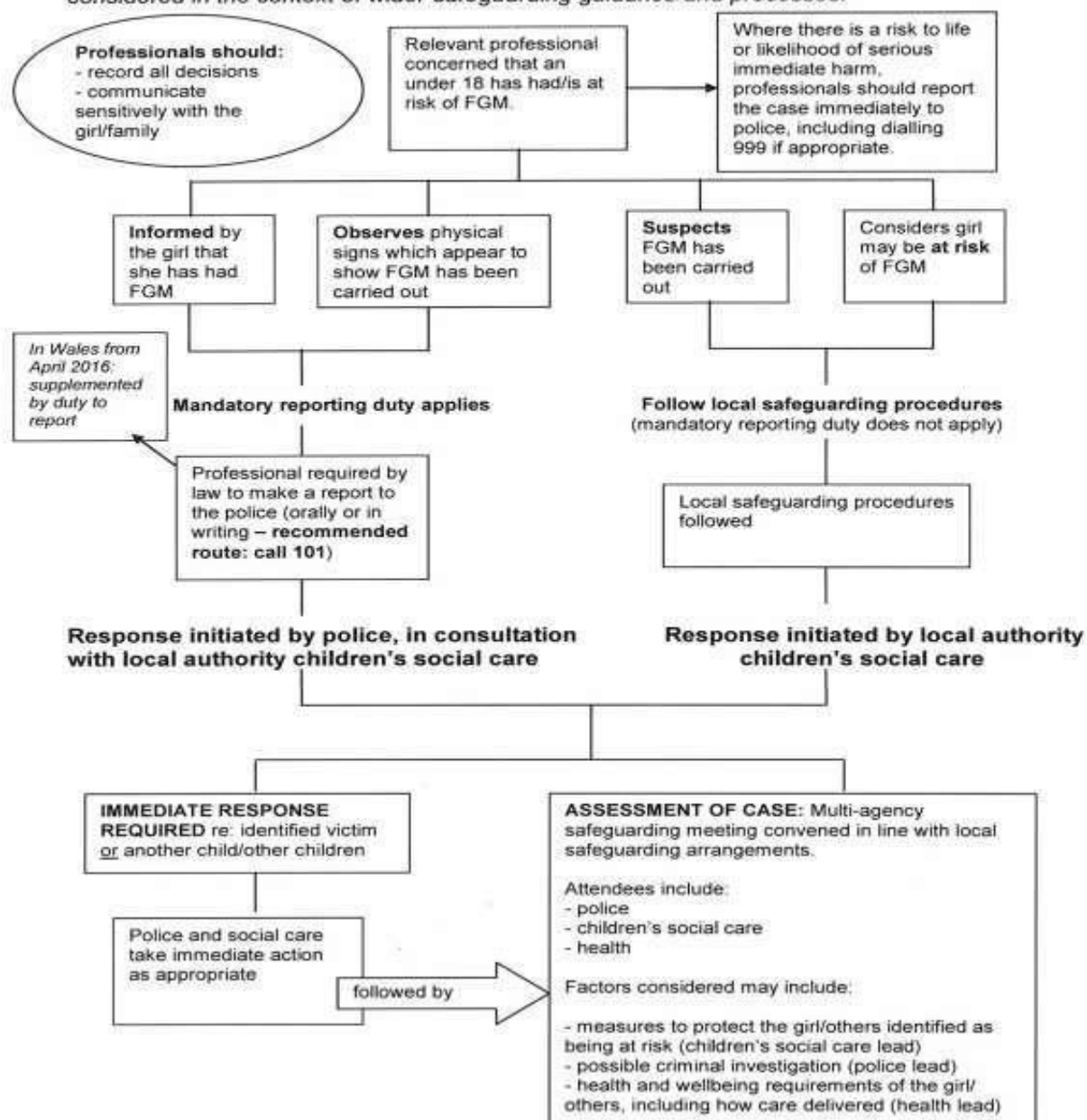
SIGNS

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Fracture or dislocation of legs/arms as a result of restraint
- Spend long periods of time away from a classroom during the day with bladder or menstrual problems
- Severe pain in groin area
- Haemorrhage
- Being withdrawn - emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends); □ Urinary infections
- Detached / isolated
- Change in physical appearance/dress & body language
- Withdrawn aggressive
- Unable to form relationships with adults
- Changes in attitude, personality or behaviour
- Changes in interaction with others
- Feelings shown through writing or art work
- Peer group problems
- Extremes of emotion
- Underachieving

Any suspicions of a child at risk of having or having had FGM must be reported immediately to the Designated Safeguarding Lead and the Head teacher. Girls aged 5 to 8 years are most risk but it can happen at any age.

Annex A – FGM mandatory reporting process map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.



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Appendix 3.3

EMOTIONAL ABUSE

DEFINITION:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Children witnessing domestic abuse between the parents or carers is also emotional abuse.

Signs include:

- Low self esteem
- Withdrawn / frightened / shy
- Secretive
- Makes little eye contact
- Emotionally finds it difficult to maintain relationships with peers and adults
- Jumpy or stuttering during conversations with adults
- Cries a lot / very sensitive
- A Loner
- Pictures use mainly dark colours
- Stealing
- Mood swings
- Lack of concentration
- Very quiet, speaks little
- Poor social skills
- Bullies others
- Very unsettled
- Anti-social behaviour
- Lack of confidence

Appendix 3.4

DOMESTIC ABUSE IS EMOTIONAL ABUSE

DEFINITION:

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

Signs include:

- Disproportionate reactions (overly apprehensive, tearful, angry or fearful)
- Withdrawn or quiet
- Negative relationships with opposite sex (children and peers)
- Aggression or bullying
- Tantrums
- Vandalism
- Problems in school, truancy,
- Difficulty with speech problems that were not there before
- Difficulties with learning
- Attention needing
- Struggle to make or keep friendships
- Reluctance to come to school
- Reluctance to go home with parents
- Aggressive comments or language (sometimes not expected for that age)
- Self-harming
- Nightmares or insomnia
- Bed-wetting
- Anxiety, depression, fear of abandonment
- Feelings of inferiority
- Constant colds, headaches, mouth ulcers, asthma, eczema
- Seem afraid or anxious to please
- Need for constant acceptance
- Be possessive over friends or belongings

Appendix 3.5

SEXUAL ABUSE

DEFINITION:

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Signs include:

- Hides under clothes / baggy clothes
- Inappropriate physical contact with other children
- Withdrawn / shy
- Aggressive to children of the opposite sex
- Scared of others
- Don't like being touched
- Touch themselves or others
- Won't change for PE
- Very quiet or loud
- Use of sexual language
- Stories or drawings include sexual connotations
- Exposing self
- Hesitate when wanting to talk to teacher
- Soiling/ wetting / stains on underwear
- Repeated Urine problems
- Re-enacting sexualised behaviour as part of play
- Bruising
- Sexually specific behaviour or / and language
- Abusive to other children
- Little physical contact, finds hugs touches difficult will move away.

Appendix 3.6

CHILD SEXUAL EXPLOITATION (CSE) IS SEXUAL ABUSE

DEFINITION:

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Signs include:

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

Appendix 3.7

CHILD CRIMINAL EXPLOITATION (CCE) IS ABUSE

DEFINITION:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Signs include:

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

Appendix 3.8

NEGLECT

DEFINITION:

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, for example, 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.

Signs include:

- Child smells, clothes are dirty, hair un brushed
- Appears unhealthy but is always in school when unwell
- Low attendance – EWO involvement
- No Breakfast
- Is unfamiliar with basic routines of feeding self and toileting etc.
- Always hungry
- Late before and after school
- Attention seeking / needs praise to feel confident
- Poor hygiene, does not know how to use toilet properly
- Angry
- Parents have little contact with school. Do not attend parents evening
- Homework not completed / PE kit repeatedly forgotten
- Correct clothes not worn to school i.e. not warm enough in winter, not cool enough in summer
- Steal things
- Come to school on their own when they are too young
- Lying
- Older siblings care for younger children and take on the parent role.
- Cries a lot
- Makes slow progress
- Packed lunch does not provide child with a balanced diet
- Over eats at lunchtime
- Untidy / unkempt
- Parents do not follow up medical requests form school i.e. need for eyes to be tested.
- Instability in family, different carers/ boyfriends
- Sleeps in class / Goes to sleep late little routine at home

Worry Boxes

Text displayed for children on the Worry Boxes:

'Life can sometimes be tricky and it can make you feel sad, lonely, worried, nervous and all sorts of other emotions. This can happen to anyone at any time. We want to help you with any worries you may have, so please come and talk to us! It is ok to be worried about things and often the more you talk about a worry the smaller it will get. Put your worry in the box and a trusted adult will help you with your worry.'

Rationale

At Barham Primary School, it is our duty to keep our children safe. Whilst at school, children are encouraged to communicate their concerns or worries to a trusted adult. Some children may find it easier to express themselves in writing or through pictures. With this in mind, we have 'Worry Boxes' in classes.

Worry Boxes are containers in each class, which children can post their thoughts and feelings in at any time they need to. By posting their worries, children are listened to and then given the opportunity to understand and resolve their problem or worry. We always encourage the children to speak out and stay safe but this gives pupils another way of communicating their needs in order to keep them safe.

Children can also post their worries virtually, on the school website via an icon (below) that links to a form.



Worrybox Form

Use this form to send a message to the Safeguarding team.

First Name *

Last Name *

Class *

Year Group *

What are you worried about? *

Explain what the worry is *

Appendix 5

Further Guidance for Staff to follow in dealing with child protection concerns/disclosures.

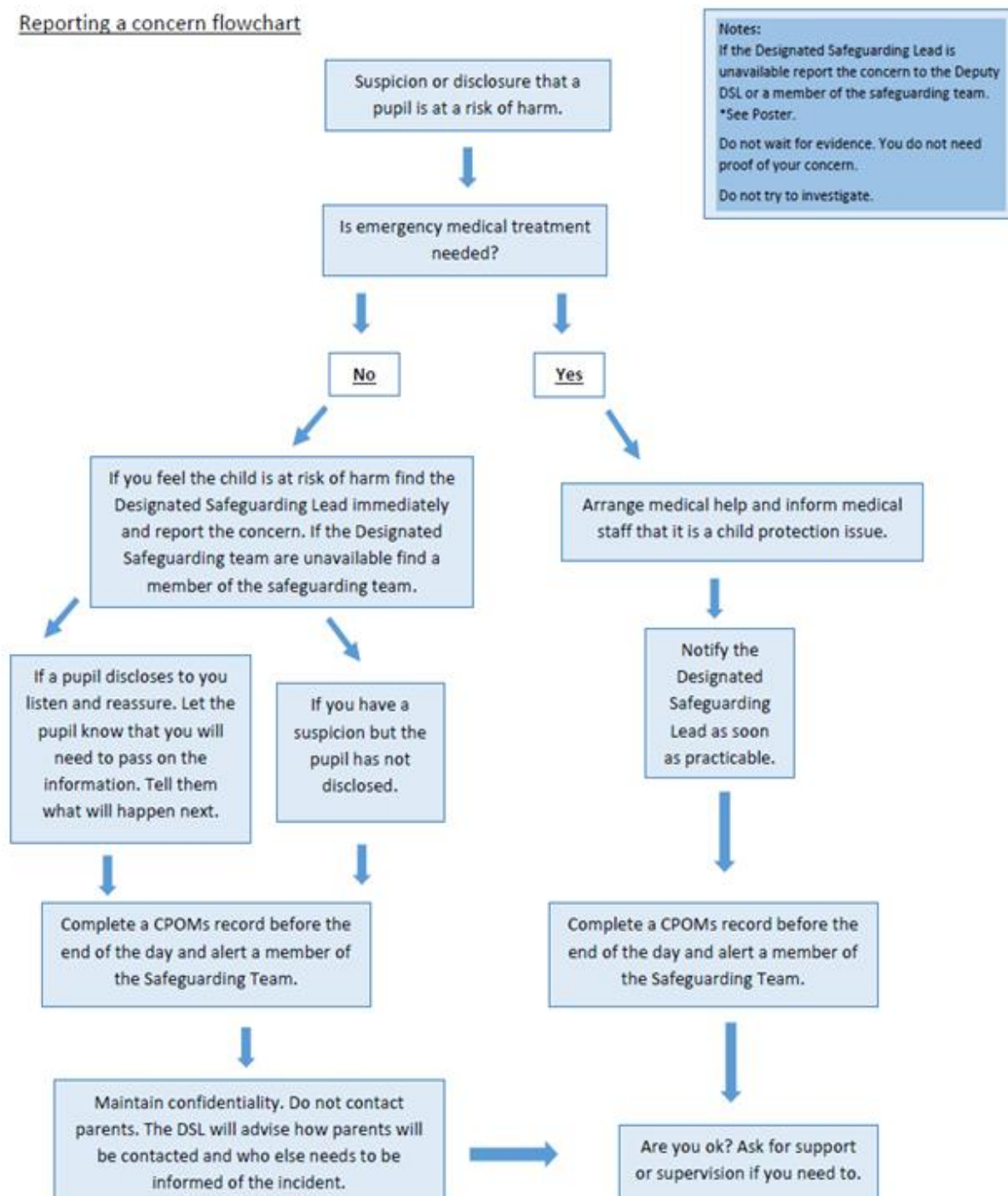
Remember the 6Rs!

RECEIVE <ul style="list-style-type: none">• If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.• Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.• Listen carefully to the child. Do not stop a child who is freely recalling information.• Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.
REASSURE <ul style="list-style-type: none">• Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong• If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help
REACT <ul style="list-style-type: none">• If you need to clarify information, ask open-ended questions e.g. <i>"Is there anything you'd like to tell me?"</i>, <i>"Can you explain to me..."</i> <i>"Can you describe to me..."</i>• Never ask leading or suggestive questions e.g. <i>'Did he/she do anything that they shouldn't have done?'</i>• Never ask 'accusing' questions e.g. <i>"Why didn't you tell someone earlier?"</i>• Never criticise the alleged perpetrator, it may be someone that they will continue to live with.• Never ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information• These four factors may compromise enquiries that need to be made later by children's social care or Police.
RECORD <ul style="list-style-type: none">• Make notes as soon as possible afterwards using the words that the child has used.• Do not record your assumptions and interpretations, just what you heard and saw.• The recording must be a clear, precise, factual account completed on the Pupil Concern Sheet• Complete a body map form to indicate the position of any bruising or other injury• Do not destroy original notes even if you later write things up more neatly and fully.• Record the date, time and place of the disclosure, and any noticeable non-verbal behaviour using the safeguarding concerns form• Sign any written records and identify your position in the school setting.• Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later
REFER <ul style="list-style-type: none">• Immediately inform the Designated Safeguarding Leader (Elle McArthur) or in their absence a Designated Safeguarding Officer who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority
REFLECT <ul style="list-style-type: none">• Ask yourself if you have done everything you can within your role. Refer any remaining concerns to the DSL/O, e.g. any knowledge of siblings in the school, or previous contact with parents.• Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school. The DSL Leader is available to support you.

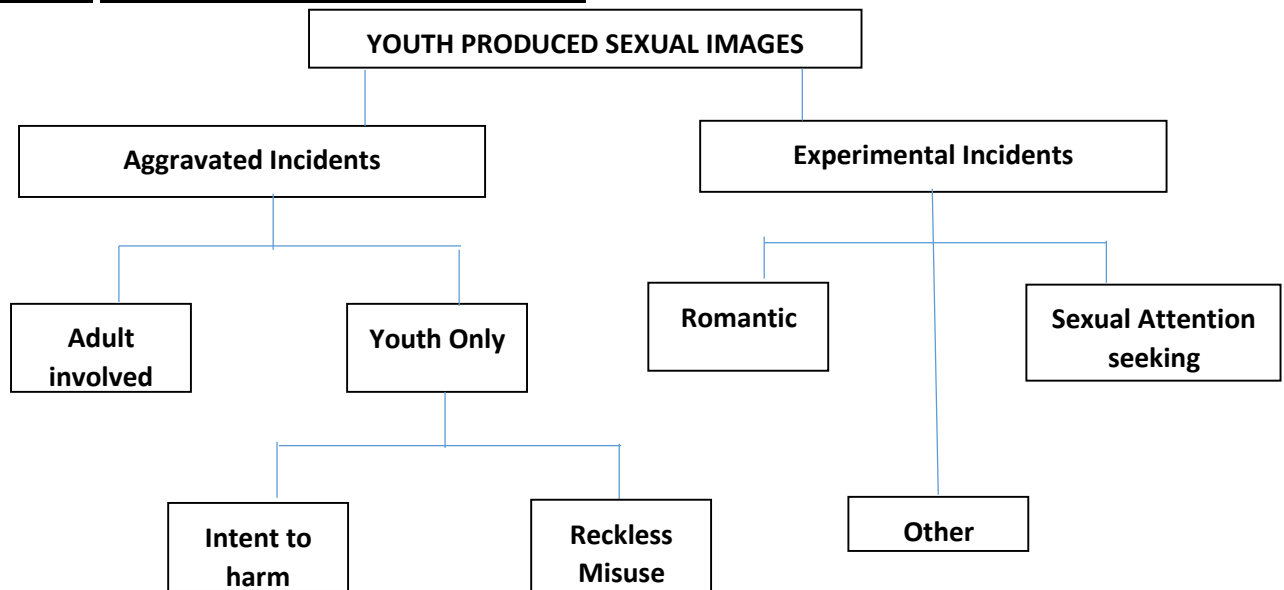
Appendix 6

Reporting a concern flowchart

Reporting a concern flowchart



Appendix 7.1 Sharing Nudes and Semi-Nudes



Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images

Adult offenders attempt to develop relationships by grooming teenagers, in criminal sex offences even without the added element of youth-produced images. Victims may be family friends, relatives community members or contacted via the Internet. The youth-produces sexual images may be solicited by adult offenders.

Youth Only: Intent to Harm cases that arise from interpersonal conflict such as break-ups and fights among friends; involve criminal or abusive conduct such as blackmail, threats or deception; or involve sexual abuse or exploitation by young people.

Youth Only: Reckless Misuse No intent to harm but images are taken or sent without the knowing or willing participant of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result.

Experimental incidents involve the creation and sending of youth-produced sexual images, with no adult involvement, no apparent intent to harm or reckless misuse.

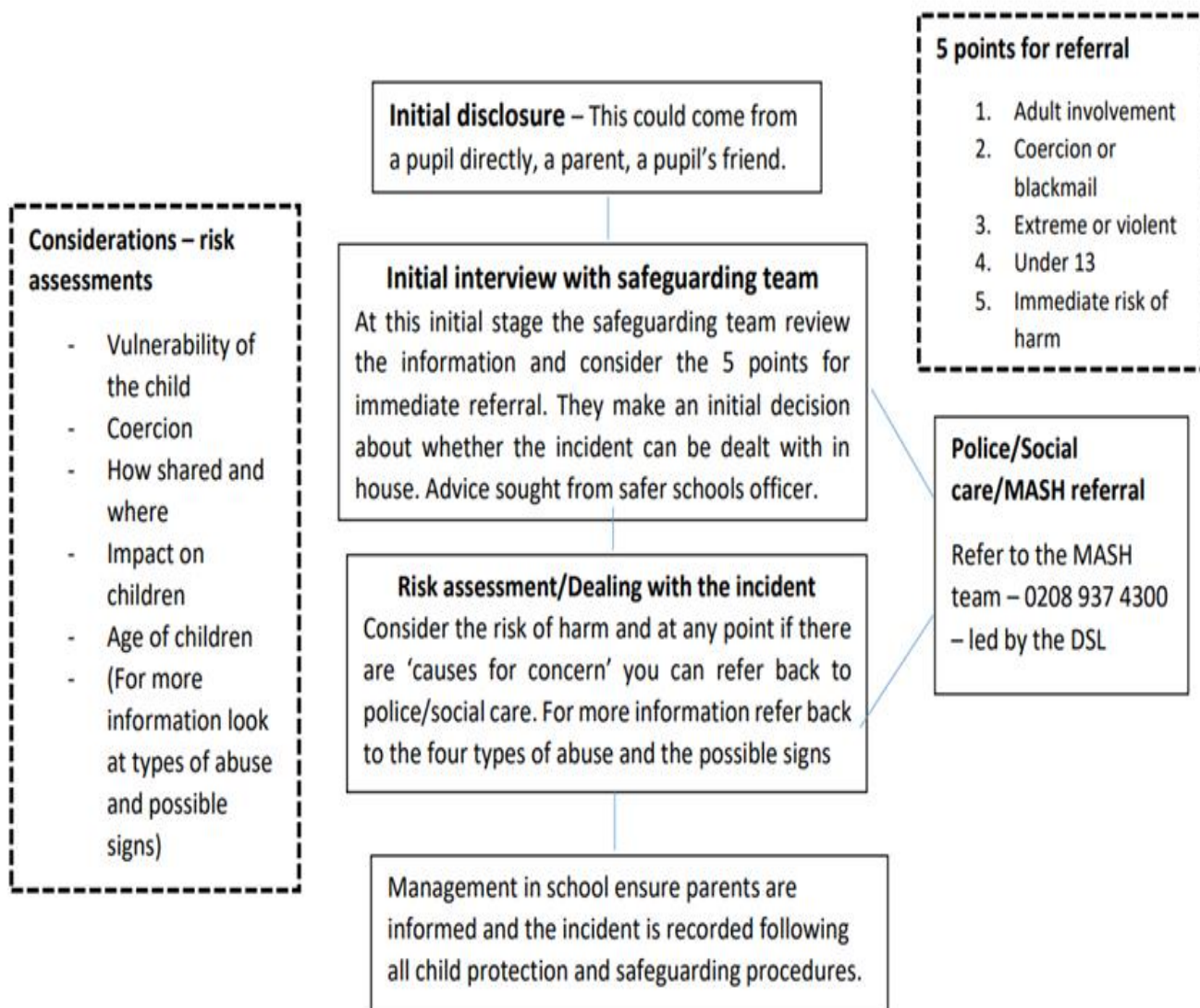
Romantic episodes in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair.

Sexual Attention Seeking in which images are made and sent between or among young people who were not known to be romantic partners, or when one young person takes pictures and sends them to many others or posts them online.

Other cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing intent to do so) or pre-adolescent (age 9 or younger) who did not appear to have sexual motives

Appendix 7.2

RESPONDING TO SHARING OF NUDES OR SEMI NUDES



Appendix 8



Safeguarding Concern Form

(Only to be used in the event that CPOMS is unavailable)

Barham Primary School

Child Protection Record of Concern or Disclosure

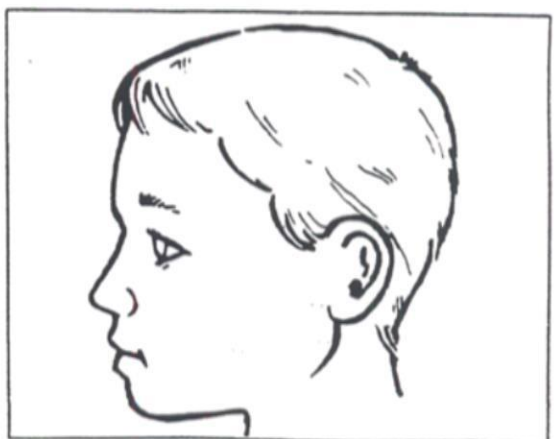
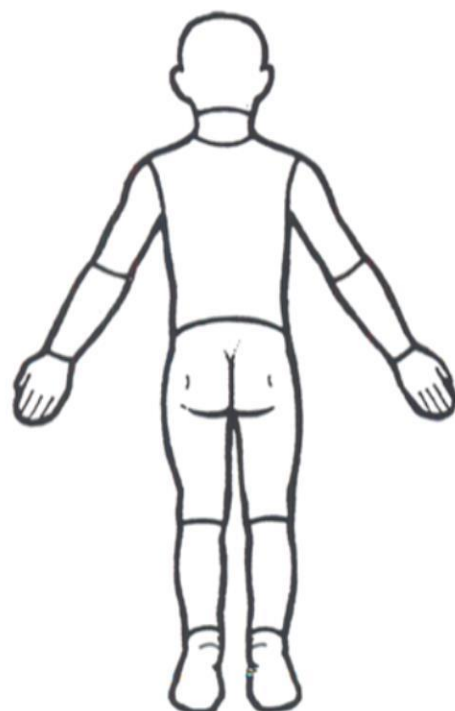
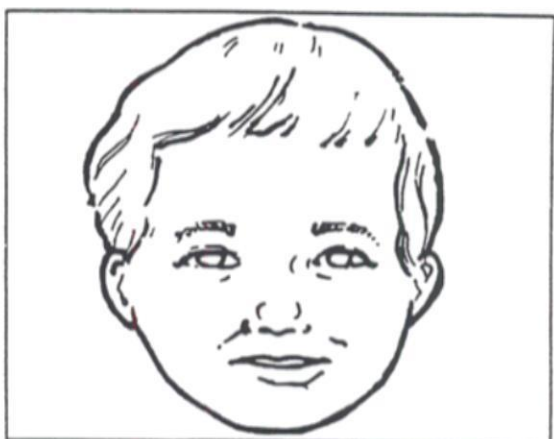
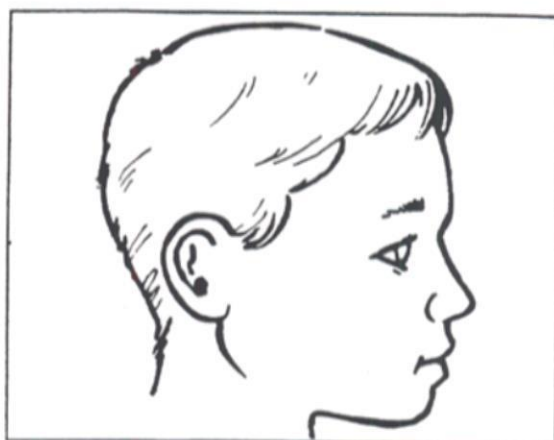
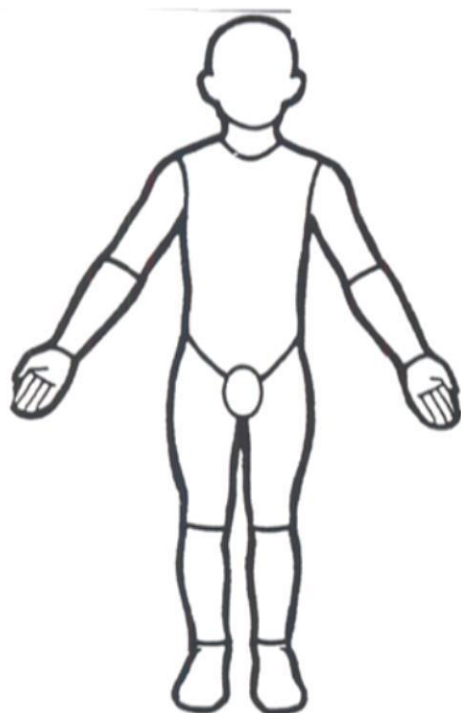
Private & Confidential

Complete and pass on to Designated Safeguarding Lead or a member of the safeguarding team in their absence as soon as possible on the same day (this should be within an hour of disclosure). We will then investigate the matter and inform appropriate agencies. We will keep you informed of what is happening on a need to know basis.

Pupils Name:	Teacher:	
	DOB:	Class:
Concern identified by:	Date:	
	Time:	
Nature of Concern (why are you concerned?) / Details of Disclosure (what have you observed/ been told)? Were there any other adults present who heard what was said? Other relevant Information.		
Signature of person completing the form_____		
If you are not a member of the school staff please provides details of your school, agency or service together with a contact telephone number. If the pupil has a visible injury, please indicate the location on the body map and staple the body map to this form. Continue on reverse if needed		
Passed to: Received by: Date:		
Action taken by DSL / DDSL (other person receiving this form) This form to be filed in pupils CP file		
Signed:		

Appendix 9

Body Map



Appendix 10

Transfer of Child Protection Records

Keeping Children Safe in Education September 2023 states as part of the role of the designated safeguarding lead that they should:

Ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives. Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

There is a joint responsibility when a child starts at a new school to ensure the receiving school has all existing child protection records. When a school admits a new pupil, they must always check with the previous school whether there are any child protection records to transfer. However, it is also the responsibility of the original school to ensure any records are transferred to the new school.

Where a child moves to school, any records of child protection / welfare concerns should be copied and the originals sent to the receiving school as soon as possible (separately to the pupil file). Schools may wish to keep a copy of the file themselves as this will provide evidence of what the school knew and the actions they took to safeguard and promote the welfare of the child, should it be required at a later date. If a school or college decides to retain a copy of any child protection records they have transferred, these should be stored securely and destroyed in accordance with statutory and local guidance. The Designated Safeguarding Lead from the transferring school should make telephone contact with their counterpart in the receiving school to discuss the case and agree a means of transfer of the records as soon as is practicable.

Whenever a file is transferred, schools should retain evidence of the transfer of the record and request confirmation of receipt of the file.

If child protection files are sent by post, it should be by secure recorded delivery to a named individual. The receiving school should receive a telephone call in advance to notify them that a child protection file(s) is being sent. The envelope should be marked as 'Strictly Confidential' and for the attention of the named Designated Safeguarding Lead only. A record of transfer form should be included with the file and the receiving school should be asked to sign the form return that to the sending school confirming that they have received the file.

Appendix 11



FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending / transferring school or college

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or college

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.



Appendix 12

Barham Primary School - Welfare Notes

<u>Date:</u>	<u>Welfare Check Required by:</u>
<u>Regarding (Child / Purpose):</u>	<u>Attendance: (as of today)</u> Present: Possible sessions: Authorise absence: Unauthorised absence: Unexplained absence: Late before reg closed:
<u>Completed by:</u>	
<u>Date of Birth:</u>	
<u>Date of Admission:</u>	
<u>Notes:</u> Behaviour and attitude: Social interaction: Academic: SEND: Presentation: Parental engagement: General Comments:	
<u>Actions:</u>	

Please refer to prompts below to support with writing of Welfare Notes

Appendix 13

Welfare prompts

Attendance:

(What is the child/ren's attendance in the current / last term? If attendance is low, are there justifiable reasons for this?)

Punctuality:

(If the child/ren is frequently late in arriving or being collected, what are the reasons given by the parent/s?)

Presentation:

Does the child/ren wear the clean, neat, weather appropriate and full school uniform? Does the child/ren take pride in his/her presentation?

Special needs:

Academic performance:

Behaviour at school:

Social interaction: (please describe the child/ren's interaction with peers as well as adults)

Parental involvement:

Who brings the child/ren to and from school?

Do the parents meet with the child/ren's teachers as and when necessary?

Describe the child/ren's interaction with the parent / how does the child/ren talk about their parent at school?

Please describe any strengths and / or concerns noted about parenting for the child/ren

If the school is aware of any issues with regards to the child/ren's parent/s i.e. domestic violence, mental health concerns, drugs or alcohol misuse, etc. then please give details of the same.

Are you aware of any other adult residing at this address? If so, please give details of information regarding this adult that may impact on the child (ren).

Appendix 14



Barham Primary School **Safeguarding Meeting Notes**

<u>Date:</u>	<u>Present at meeting:</u>
<u>Regarding (Child / Purpose):</u>	<u>Person Taking Notes:</u>
<u>Notes:</u>	
<u>Actions:</u>	

Appendix 15

Procedures for raising a concern

Our school procedures for safeguarding children will be in line with Local Authority and Brent Safeguarding Partnership procedures and in conjunction with Keeping Children Safe in Education September 2023.

1. **You have a concern about a child / young person's wellbeing**, based on:
 - a. Something the child / young person / parent has told you
 - b. Something you have noticed about the child's behaviour, health, or appearance
 - c. Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child.



It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

2. **Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions.
3. **Let the child/young person know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you a secret.

...for example, 'I am worried about your bruise and I need to tell Mrs Wawn so that she can help us think about how to keep you safe'

4. **Inform the DSL immediately.** If the DSL is not available, inform their Deputy. If neither are available, speak to a member of the Safeguarding Team. If there is no other member of staff available, you must make the referral yourself using the Brent Family Front Door referral contact.
5. **Make a CPOMs record or a written record in the event that access to CPOMs cannot be gained** as soon as possible after the event, noting:
 - a. Name of child
 - b. Date, time and place
 - c. Who else was present
 - d. What was said/What happened/What you noticed
... speech, behaviour, mood, drawings, games or appearance
 - e. If the child or the parent raised the concern or made the disclosure, record their words rather than your interpretation
 - f. Analysis of what you observed & why it is a cause for concern

6. The DSL may **take advice from Brent Family Front Door (BFFD)**

7. The DSL makes the **referral to the BFFD**

The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

8. The **DSL shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

9. The **DSL informs parent that they have made a CP referral if safe**, if the parent does not already know, and if there is no reason not to let them know.

BFFD may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure) or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

10. The **DSL/DDSL remains in close communication with other professionals around the child/young person** and with the family, in order to share any updates about the child / young person

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
- Attend a child protection conference when invited and provide updated information about the child
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.

REMEMBER YOU HAVE A STATUTORY DUTY UNDER THE EDUCATION ACT 2011 TO PASS ON ANY CHILD PROTECTION CONCERNS ABOUT A CHILD

Appendix 16

https://media.inzu.net/f9e1fab6a6c10d044839fb1bee0a4704/mysite/articles/468/7_AAPPamphlet2015.pdf

There are four potential outcomes from an allegation against an accused person, these are:

1. **Substantiated:** there is sufficient identifiable evidence to prove the allegation.
2. **False:** there is sufficient evidence to disprove the allegation.
3. **Malicious:** there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.
4. **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term therefore does not imply guilt or innocence.

False or malicious allegations

If an allegation is determined to be false or malicious, plans can be made by an employer for a suspended employee to return to work.

Substantiated allegations

If the allegation is substantiated, then remedial and disciplinary actions will be considered.

If it is decided that disciplinary action should be taken against the accused, in discussion with the LADO, the employer will consider:

- whether the accused can return to work, and if so, how to facilitate this
- whether the accused should be dismissed and making a referral to the Disclosure and Barring Service.
- referring the matter to the relevant regulator or professional body for example Health and Care Professions' Council, Ofsted, General Medical Council.

Records

Whether founded or not, a summary of the allegation should be kept on the personnel file until the normal retirement age or ten years after the allegation, if longer. The LADO and police will also keep secure records of their enquiries.

Alleged criminal offences

If the police decide to investigate, the accused may be arrested or invited to assist with the investigation. At the police station, the accused will be entitled to free legal advice from a duty solicitor. A trades union or solicitor can provide further advice on these proceedings.

The police refer decisions about making charges to the Crown Prosecution Service (CPS) who act independently of the police. If the CPS advises to do so, the police will charge the accused and then the accused will either be released on bail to appear in court at a future date or kept in custody to appear at the next available court.

If the accused admits to the offence, the CPS may advise a caution, which is a formal warning about actions. A caution may influence a decision about instituting criminal proceedings should the accused offend again. A caution could affect a person's ability to work with children in the future, and in sexual abuse cases could result in being placed on the Sex Offenders' Register.

No conviction but still disciplined

Although police and social care work closely in conducting enquiries, they have different roles, thresholds for action and outcomes. Social Care assesses and decides whether it is more likely than not that a child has suffered or is at risk of suffering significant harm as a result of a person's actions or negligence. The CPS must be satisfied that there is enough evidence to obtain a realistic prospect of criminal conviction and that it is in the public interest to take the case to court. A judge must then be satisfied beyond reasonable doubt that a person has committed an alleged offence to convict them.

Therefore it is still possible to be deemed a risk to work with children without a criminal conviction.



A GUIDE FOR PROFESSIONALS AND VOLUNTEERS FACING AN ALLEGATION OF ABUSE

Any allegation of abuse is likely to cause a great deal of anxiety and concern. This guide provides information on the process following an allegation of abuse of a child or young person.

For further information and details on this procedure, please visit www.brentlscb.org.uk

When an allegation is made

The employer's designated senior manager should immediately consult the local authority designated officer if it is alleged that a volunteer or member of staff 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 in a way that indicates she or he is unsuitable to work with children.

Police or Children's Social Care will agree on which information can be disclosed and at what point to the accused person. However, the accused person should be told that an allegation has been made as soon as possible by their employer. If it is clear to the designated manager and designated officer that the allegation is demonstrably false, the accused person can be informed that the allegation is without foundation and that no further action will be taken.

What happens next?

If there is cause to suspect a child is suffering or likely to suffer significant harm, or a criminal offence may have been committed, a strategy discussion will be held, involving police, designated officer, employer, and other agencies as appropriate. The accused will not be invited. Agencies involved in the meeting will share relevant information and determine whether one or more of the following types of investigation need to be conducted:

- Children's Social Care enquiries, under child protection procedures
- a police investigation relating to possible criminal offences
- an investigation by the employer under disciplinary or suitability procedures.

The discussion will take account of the fact that staff, in certain circumstances, are entitled to use reasonable force to control or restrain children.

Supply, contract and volunteer workers

In the case of supply, contract, and volunteer workers, normal disciplinary procedures may not apply. These agencies still need to be involved and co-operate in any investigation and consider whether to continue to use the person's services, provide them to work with children, and to make a report to a professional body or the Disclosure and Barring Service (DBS).

Resignations and compromise agreements

Allegations will continue to be investigated even if the accused resigns, ceases to provide their services, or refuses to co-operate. Compromise agreements i.e. resignations without disciplinary action and an agreed reference cannot be used by the employer.

Timescales

Cases are dealt with as quickly as possible, but need to ensure a fair and thorough investigation. The designated officer will monitor the progress in order to avoid unnecessary delay. Brent's Local Safeguarding Children's Board sets target timescales, but the time taken to resolve individual cases depends on factors, such as:

- the nature, seriousness and complexity of the allegation
- the outcome police or Children's Social Care enquiries.

Suspension

Suspension is a neutral act, not a sanction. It should not be automatic and alternatives should be considered wherever possible. The employer should seek advice from the HR provider, and the designated officer should canvass the views of police and Children's Social Care, if involved. The final decision for suspension lies with the employer and will be considered in all cases when:

- there is cause to suspect a child is at risk of significant harm
- the allegation warrants a police investigation
- it is so serious that it might be grounds for dismissal.

When suspension is considered an interview will be arranged by your employer. You have the right to be accompanied to the interview by a trades union representative or friend. The meeting is not an examination of the evidence but an opportunity for you to make representations concerning possible suspension.

Notifications and confidentiality

Confidentiality should be respected and people are only told about allegations on a 'need to know' basis. Those informed may include:

- The child concerned, his or her parents and any party making an allegation
- senior members of the employer, supplying, contract, or volunteer agency
- Human Resources representative
- designated officer
- manager of the supplying agency
- police and Children's Social Care
- other representatives as deemed relevant.

Unless a person is charged, the police do not normally provide identifying information to the press or media. However, they may do so in exceptional circumstances for example an appeal to trace a suspect. This is decided following consultation with appropriate individuals.

Support

The accused should be:

- advised to contact a union representative.
- kept up-to-date with the progress of the investigation through a contact person through their employer
- given the name of a contact to keep up to date with work activities if suspended. Social contact with work colleagues should not be precluded unless it might be detrimental to the investigation
- advised not to discuss the matter with colleagues
- referred to staff counselling, occupational health, or GP support.

Appendix 17 – Staff Development in Safeguarding and Child Protection

Staff Development in Safeguarding and Child Protection

Keeping Children Safe in Education (DfE 2023)
Safeguarding training for staff, including online safety training, should be integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.
Know that safeguarding and promoting the welfare of children is everyone's responsibility.
Know that safeguarding children is everyone's responsibility
Know that that professionals should always consider what is in the best interests of the child.
Know that everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action
Know the definition of safeguarding and promoting the welfare of children (paragraph 4)
Know that children refers to everyone under the age of 18.
Know that all school and college staff have a responsibility to provide a safe environment in which children can learn.
Know that all schools and colleges should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties
Know that all school and college staff should be prepared to identify children who may benefit from early help
Know that in the first instance, staff should discuss early help requirements with the designated safeguarding lead.
Know that all staff may be required to support social workers and other agencies following any referral
Know that all teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession
Be aware of the contents of the school's child protection policy
Be aware of the contents of the school's staff behaviour policy (code of conduct)
Be aware of the role of the designated safeguarding lead
All staff members should be aware that they must take part in safeguarding and child protection training which is regularly updated, at least annually. This training will now include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
All staff should be aware of the early help process, and understand their role in it.
All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989

All staff should know what to do if a child tells them he/she is being abused or neglected
All staff should know how to manage the requirement to maintain an appropriate level of confidentiality

All staff must know that they should never promise a child that they will not tell anyone about an allegation
All staff should understand the definition of abuse
All staff should understand the signs and symptoms of physical abuse
All staff should understand the signs and symptoms of emotional abuse
All staff should understand the signs and symptoms of sexual abuse
All staff should understand the signs and symptoms of neglect
All staff should understand the impact and indicators of child sexual exploitation (CSE)
All staff should be aware of the impact of drug taking
All staff should be aware of the impact of alcohol abuse
All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues.
All staff should be aware of the dangers of sharing nude and semi-nude images, including videos
It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.
All staff should understand, that even if there are no reports in their schools or colleges it does not mean child-on-child abuse is not happening, it may be the case that it is just not being reported.
It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.
Staff should be able to recognise the signs of child-on-child abuse and how to report their concerns. (The Ofsted Framework (2022) says that inspectors will check 'that the school's staff have appropriate knowledge of Part 5 [Child on child sexual violence and sexual harassment] of the government's 'Keeping children safe in education' guidance.')
All staff should be able to reassure victims [of child-on-child sexual abuse] that they are being taken seriously and that they will be supported and kept safe.
All staff should be aware of the dangers of children going missing from school, home or care

Staff should be aware of the definition of domestic abuse. (Note: The definition of Domestic Abuse Act 2021 (Part 1) applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. Children are victims of domestic abuse.)
All staff should be aware of the impact of domestic abuse
All staff should be aware of fabricated or induced illness
All staff should have an awareness of faith abuse
All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. [This is known as Extra-familial harm or sometimes Contextual Safeguarding]
All staff should be aware of impact of the court system
All staff should be aware of impact of family members in prison

All staff should be aware of the impact of 'County Lines'
All staff should be aware of the impact of child criminal exploitation (CCE)
All staff should be aware of homelessness
All staff should be aware of female genital mutilation (FGM)
All teachers should be aware of their duty to report a disclosure of FGM to the police
All staff should have an awareness of forced marriage
All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.
All staff should be aware of the impact of gangs and youth violence
All should have an understanding of so-called 'Honour-based Abuse'
All staff should have an awareness of gender-based violence against women and its difference forms
All staff should have an awareness of hate crime
All staff should be aware of the impact of poor mental health on safeguarding
All staff should be aware that 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.
All staff should have an awareness of private fostering and the duty on schools to report such arrangements
All staff should have an awareness of relationship abuse
All staff should have an awareness of trafficking and modern day slavery

All staff should understand the school's duty to prevent radicalisation
All staff should understand the signs to look for when considering the risk of radicalisation
All staff should know that if a child is in immediate danger, or at risk of harm a referral should be made to children's social care or the police
All staff should know that all concerns, discussions and decisions should be made in writing
All staff should be aware of the impact of poor safeguarding practice
All staff should understand the school's whistleblowing policy
All staff should be aware of how to raise a concern outside the school or college
All staff should know that they are able to make a referral to children's social care themselves
All staff should understand the impact of technology on safeguarding
All staff working with under-8s, should understand what is meant by 'Disqualification by Association'
All staff should understand the definition of 'upskirting'
All staff should be aware of meaning of 'Position of Trust' in the Sexual Offences Act 2003
All staff should be aware that untrained staff should not make a diagnosis, but can make observations
All staff should be aware that traumatic experiences can have a life-long impact on mental health, behaviour and education
All staff should be aware that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.
Schools and colleges should ensure that staff understand how to recognise and report concerns about other adults in the school, including low-level concerns policy by ensuring their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
What to do if you worried a child is being abused (DfE 2015)
All staff should understand that children with special educational needs or disabilities are more vulnerable to abuse and harm
All staff should be aware of the indicators of abuse or neglect traumatic experiences can have a life-long impact on mental health, behaviour and education
Guidance for safer working practices (Safer Recruitment Consortium 2022)

All staff should understand how to work with children so that they protect children from harm
All staff should understand how to work with children in an open and transparent way

All staff should understand how to behave in a professional way.

Prevent Duty (DfE 2015)

All staff should understand what the Prevent duty means for schools

All staff should understand what to do to demonstrate compliance with the duty

All staff should understand where to find further information, advice and support

All staff should be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified

All staff should understand the school's arrangements to promote pupils' welfare and prevent radicalisation and extremism

All staff should be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified

All staff should be able to demonstrate a general understanding of the risks affecting children and young people in the area

All staff should be able to demonstrate a specific understanding of how to identify individual children who may be at risk of radicalisation

All staff should understand the online risks of radicalisation

All staff should understand how to refer concerns to the school's designated safeguarding lead

All school staff should understand when it is appropriate to make a referral to the Channel programme

Child Sexual Exploitation - definition and guide for Practitioners (DfE 2017)

All staff should be aware of the guidance set out in section A of 'Child Sexual Exploitation' (DfE 2017)

All staff should understand the definition of child sexual exploitation

All staff should understand which children are especially vulnerable to sexual exploitation

All staff should understand how sexual exploitation can have links to other kinds of crime

All staff should understand the possible indicators of child sexual exploitation

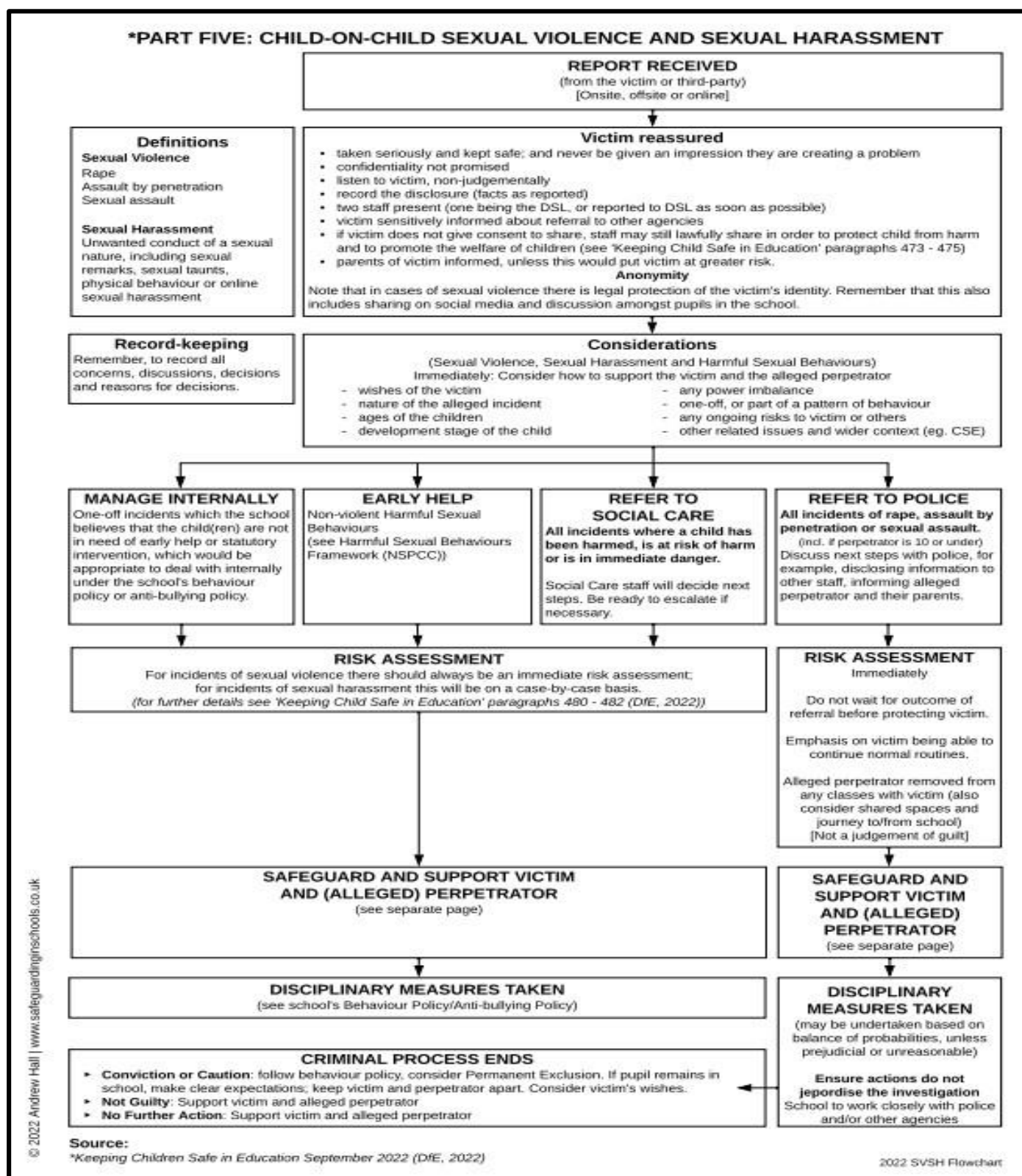
School procedures
All staff should know how to report concerns about a child
All staff should know how to report allegations about an adult that may meet the harm threshold
All staff should know how to report concerns or allegations about an adult that do not meet the harm threshold (so-called 'low level concerns')
All staff should know how to report concerns about the head teacher
All staff should know how to report concerns about the proprietor (where relevant)
A Competency Framework for Governance (DfE 2017)
Someone on the Board knows the requirements relating to the safeguarding of children
Everyone on the Board knows the duties relating to safeguarding, including the Prevent Duty
Sexual Violence and Sexual Harassment between children (DfE 2021)
All staff should understand issues around sexual violence and sexual harassment between children
All staff should understand the school's approach to managing incidents of sexual violence and sexual harassment
All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.
Teaching online safety in schools (DfE, 2019)
All staff should be aware of the risks and dangers associated with online devices and the internet.
School Inspection Handbook for September 2023 (Ofsted)
Inspectors will check... 'that the school's staff have appropriate knowledge of Part 5 [Child on child sexual violence and sexual harassment] of the government's 'Keeping children safe in education' guidance.'
Meeting digital and technology Standards in schools and colleges (DfE, 2023)
Schools and colleges should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.
Governing bodies and proprietors have overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met.

The senior leadership team are responsible for procuring filtering and monitoring systems, documenting decisions on what is blocked or allowed and why, reviewing the effectiveness of your provision and overseeing reports.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of your setting. Specific filtering or monitoring training and support may be needed.

To understand and evaluate the changing needs and potential risks of your school or college, you should review your filtering and monitoring provision, at least annually.

Appendix 18 – Flowchart for responding to incidents of Sexual Violence and Sexual Harassment



Appendix 19 – Who do I go to, to report a concern?

