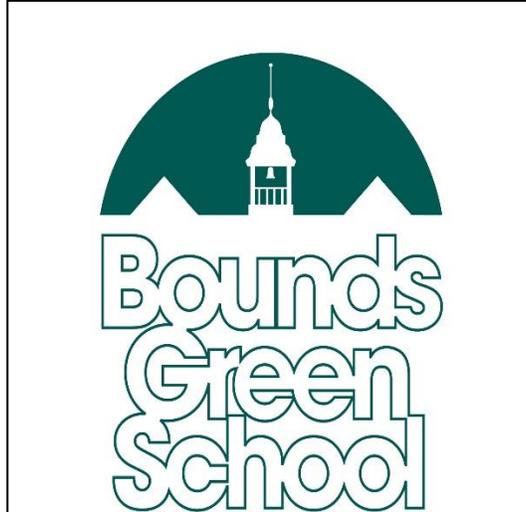


Bounds Green School



Safeguarding & Child Protection Policy

| | |
|--------------------------------|---------------------|
| Staff Lead | WW |
| Governor Responsible | Mark Chapman |
| Status | Statutory |
| Policy last Ratified | Autumn 2020 |
| To be Reviewed/Ratified | 23/09/2021 |
| Review Period | Annually |
| Signed | |

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BOUNDS GREEN SCHOOL **SAFEGUARDING & CHILD PROTECTION POLICY**

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1. KEY CONTACTS

| SCHOOL STAFF | | Last Training date |
|--|---|---|
| Designated Safeguarding Lead | Marcus Read (AHT) | L3 - 18/06/2021 |
| Deputy Designated Safeguarding Leads | Will Wawn (HT) Helen Chrysafi-Bartrip (DHT) Liz Luka (AHT) Jess King (AHT) Dee Chavda (ASC Manager) | L3 - 18/06/2021 L3 - 18/06/2021 L3 - 18/06/2021 L3 - 18/06/2021 L3 - 05/02/2019 |
| Nominated Safeguarding Governor | Mark Chapman | L2 – 02/09/2020 |
| Head Teacher | Will Wawn | |
| Safer recruitment trained staff and govs | Will Wawn Helen Chrysafi-Bartrip Marcus Read Liz Luka | June 2018 02/02/2021 02/02/2021 02/02/2021 |
| Haringey Local Authority CONTACTS | | |
| Multi Agency Safeguarding Hub | Mon to Fri 8:45am to 4:45pm: 020 8489 4470 Out of hours: 020 8489 0000 mashreferral@haringey.qcsx.gov.uk | |
| Local Authority Designated Officer | Shauna McAllister shauna.mcallister@Haringey.gov.uk LADO@Haringey.gov.uk 020 8489 2968/1186 | |
| Haringey Local Safeguarding Children Board River Park House, London N22 8HQ | 8th floor, River Park House, 225, High Road, London N22 8HQ https://haringeyscp.org.uk/ 020 8489 3145 | |
| NSPCC Helpline | 080 8800 5000 https://forms.nspcc.org.uk/content/nspcc---report-abuse-form | |

2. What to do if you have a welfare concern in Bounds Green

Why are you concerned?

- For example
 - Something a child has said – e.g. allegation of harm
 - Child's appearance – may include unexplained marks as well as dress
 - Behaviour change
 - Witnessed concerning behaviour

Act immediately and record your concerns. If urgent, speak to a DSL first.

- Follow the school procedure
 - Reassure the child
 - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL (**name, role**)

Inform a Designated Safeguarding Officer (Will, Helen, Marcus, Liz, Jess, Dee)

Designated Safeguarding Officer/Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisor (**Shauna McAllister**) or Local Authority Social Worker at the Haringey's Safeguarding Team.

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Learners and Parents:

- Follow school complaints procedures

Record decision making and action taken in the learner's child protection/safeguarding file

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)

At all stages, the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

3. Introduction and Ethos

- Bounds Green Federated Schools recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff working with children at Bounds Green Federated Schools are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Bounds Green Federated Schools believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Bounds Green Federated Schools recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school, children are respected and encourage to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our core safeguarding principles are:
 - **Prevention**
 - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection**
 - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support**
 - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
 - **Working with parents and other agencies**
 - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- Bounds Green Federated Schools expect that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2021 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2021.

4. Policy Context – Legislation and Guidance

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE Keeping Children Safe in Education 2021 (KCSIE)
- Working Together to Safeguard Children 2018 (last updated November 2020) (WTSC)
- Ofsted: Education Inspection Framework 2019 (revised June 2021)
- Framework for the Assessment of Children in Need and their Families 2000
- Early Years and Foundation Stage Framework (EYFS) September 2021
- The Education (Independent School Standards) Regulations 2014
- The Non-Maintained Special Schools (England) Regulations 2015
- Multi-agency statutory guidance on female genital mutilation (July 2020)
- Advice Sexual Violence and Sexual Harassment between children in schools and colleges (July 2021)
- Relationships and Sex Education (RSE) statutory guidance (June 2019, last updated July 2021)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

Other legislation this policy is based on:

| Legislation | What it covers |
|--|--|
| School Staffing (England) Regulations 2009 | <ul style="list-style-type: none"> • Lists what must be recorded on the single central record • The requirement for at least one person conducting an interview to be trained in safer recruitment techniques. |
| Children’s Act 1989 (and 2004 amendment), | <ul style="list-style-type: none"> • Provides the framework for the care and protection of children. |
| Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B(11)) | <ul style="list-style-type: none"> • Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18. |
| Rehabilitation of Offenders Act 1974 | <ul style="list-style-type: none"> • Sets out when people with criminal convictions can work with children. |
| Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 | <ul style="list-style-type: none"> • Defines what ‘regulated activity’ is in relation to children |

5. Definitions of Safeguarding

- In line with KCSIE 2021, 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.

Safeguarding is what we do to prevent children suffering or coming to harm.

Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.

The safeguarding partners that the school works with to safeguard its pupils as set out in KCSIE are: the local authority; the local clinical commissioning group; and the chief officer of Police for the area.

- Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs. *Section 8 and Appendix 1 provides a more detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.*
- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation
 - County Lines
 - Domestic abuse
 - Drugs and alcohol misuse
 - Extra Familial Harm
 - Fabricated or induced illness
 - Faith based abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Honour based abuse
 - Human trafficking and modern slavery
 - Mental health
 - Missing children and adults
 - Online safety
 - Peer on peer abuse
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Serious Violence
 - Sexual Violence and Sexual Harassment
 - Upskirting
 - Youth produced sexual imagery or "Sexting"

6. Informing staff and others of safeguarding policy

All staff (including temporary staff and volunteers) will be provided with a copy of this policy. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them. This register will be kept in the office.

Visitors to the school site will be given a leaflet detailing our safeguarding arrangements, which also covers fire safety, first aid and health & safety. Visitors will be asked to sign to say they have read, understood and will adhere to these arrangements.

Parents/carers will be signposted to the Safeguarding & Child Protection policy prior to children being enrolled. Parents/carers can obtain a copy of the school Safeguarding and Child Protection Policy from the school website together with other related policies. These and other policies are available from the school office on request.

Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, verbally, through the curriculum, and via the school website.

The DSL will ensure pupils have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions being taken.

7. Related Safeguarding Policies

- This policy is one of a series in the school integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
 - Behaviour management, linked to the use of physical intervention
 - Online Safety; Social media and Mobile technology
 - Anti-Bullying (within Behaviour Policy)
 - Data protection and Information sharing
 - Relationship and Sex Education (RSE)
 - Personal and intimate care
 - Health and safety
 - Attendance
 - Risk assessments (e.g. school trips, use of technology, school re-opening)
 - First aid and accidents
 - Managing allegations against staff
 - Safer recruitment
 - SEND
 - Staff Code of Conduct
 - Whistleblowing

8. PRINCIPLES AND AIMS

As one of the main agencies in daily contact with children, Bounds Green Federated Schools recognise that staff are well placed to promote the welfare of all children and keep them safe. As such, there is a duty to ensure that all staff are able to observe the outward signs of abuse as well as be signposted as points of communication. Teaching assistants, mid-day supervisors, admin staff or teachers can be the first point of disclosure for a child. Concerned parents/carers are signposted to contact the school and its governors.

We will follow the procedures set out by Haringey Local Safeguarding Children's Board and take account of guidance issued by the DfE to:

- Ensure we have a named governor responsible for safeguarding & child protection who is well trained to challenge confidently the strategies for improving the safety of pupils.
- Ensure we have a named designated safeguarding lead and deputies who have received appropriate training and support for this role in all education settings incl. Early Years / Sixth Form.
- Ensure the names and roles of the designated safeguarding lead, deputies and Governor are known and they are recognisable across the school.
- ensure all staff receive annual basic Safeguarding training and are regularly reminded of the expected processes if a disclosure is made to them

The school will therefore:

- Ensure children and parents know that there are adults in the school whom they can approach if they are worried
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure the curriculum ,including personal, social & health education (PSHE), embeds opportunities for children to develop the skills to recognise and stay safe from abuse

The key elements of this policy are

1. Proactively creating a safe environment
2. Managing Adults to maintain a safe environment
3. Protecting Vulnerable Students
4. Clear procedures for the protection of children

The key behaviours to make this policy effective are

- Nurturing professional curiosity across adults
Ensuring the capacity and communication skills to explore and understand what is happening within a family rather than making assumptions or accepting things at face value.
- Facilitating inter-agency working
Ensuring the smooth flow of information across agencies when requested in accordance with Working together to Safeguard Children 2018 guidance.
- Establishing contextual safeguarding
Understanding child protection risks beyond the home but within the child's daily experience

Proactively creating a Safe environment

We recognise that high self-esteem, confidence and good lines of communication with a trusted adult help to protect children. We aim to equip our children with the recognition, language and skills needed to keep themselves safe.

The school will therefore:

- maintain a school environment where children feel safe
- utilise curriculum activities to include opportunities which equip children with the skills they need to stay safe from , build self-esteem, the skills to think independently and make sensible decisions based on their own judgements
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- ensure children know that there are adults in trusted positions external to the school, e.g. police or doctor, whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- equip children with the knowledge and skills they need to recognise and avoid risky behaviour in the real and virtual world
- Help pupils to know what how to stay safe on line and recognise unsafe behaviours.
- Monitor the attendance and welfare of students and work with other agencies when issues are presented
- Engage with Early Help as an effective support tool to avoid the escalation of risky behaviours within families.

Parents understand the responsibility placed on the school and staff for safeguarding and child protection. They are able to access policies and obligations via the school's website.

Managing Adults to maintain a safe environment

We recognise that safeguarding children is everyone's business. We adopt child protection and safeguarding best practice through our policies, procedures and code of conduct. Our Federated Schools ensure all staff, trainees, volunteers and external providers in regular activity

- have up to date Disclosure and Barring Service checks
- have regular training in safeguarding and have read statutory documents
- Are familiar with the categories, possible signs and the risk factors of abuse.
- understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated safeguarding lead
- the Designated Safeguarding Lead and deputies are proactive in ensuring a safe environment for all children and training for all adults incl induction.
the Designated Safeguarding Governor and Headteacher check the Single Central Record to ensure it is accurate.

In addition the school will ensure that we practice safer recruitment in checking the suitability of staff and volunteers to work with children. We follow the recommendations for Disqualification under the Childcare Act 2006 (2018) within recruitment.

Protecting vulnerable students

We recognise that children who have been abused or have witnessed violence towards others may find it difficult to develop a sense of self-worth. They may feel helpless, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk.

We recognise that as a result some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

Additional measures of care are in place for children on or formerly on, the Child Protection register including:

- ensuring the **Behaviour Policy** is aimed at supporting vulnerable pupils
i.e. the school considers the context of any abuse a pupil have been subject when adhering to the school Behaviour Policy.
- inter-agency notification if there is unexplained behaviour by vulnerable students incl absence.

We also recognise that children with **Special Educational Needs and Disabilities** may find understanding and communicating abuse difficult. Our Federated Schools will ensure key persons for these children are

- well equipped to be vigilant to changes in behaviour
- establish communication systems with their students
- reduce the impact of social isolation
- target parents towards support for their own needs in coping with their child's SEND
- teach personal safety skills such as who to tell, good / bad touches and good / bad secrets as part of the PSHE and SRE curriculum

There is a high risk posed to **Children Missing from Education**. Children missing education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life. Our Federated Schools ensure that the **Attendance Policy** covers areas of safeguarding and reporting incl. holding sufficient emergency contacts for a pupil as well as working in conjunction with Haringey Education Welfare Service regarding persistent or unexplained absence.

We will not remove a child from the admission register until another school has requested the unique pupil number for that child or we have liaised with the education welfare service.

If a parent reports that their child has gone missing from home, we ensure this has been reported to the police. If a child absconds from school during the course of the day, the parent will be informed, and if necessary or if the pupil cannot be located, the police will be informed.

9. Roles and Responsibilities

The Governing Body

The Governing Body takes responsibility for strategic leadership that is a 'whole school approach' for the school's safeguarding arrangements and that these will comply with their duties under legislation and have full regard to KCSIE 2021. This includes ensuring the school's policies, procedures and training are effective and comply with the law at all times.

The Governing body will ensure the school's systems enable pupils to report what is happening to them.

The Governing body will ensure the appointed DSL is a senior member of staff. The role of the DSL (and deputies) set out in KCSIE Annex C will be made explicit in the postholder's job description, and the DSL will be given appropriate resources to conduct their duties..

The school has a nominated governor for safeguarding. The nominated governor(s) will support the Designated Safeguarding Lead and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

All governors will undertake safeguarding training and additional training on specific issues, such as online safety, as required in order to fulfil effective safeguarding governance.

The governing body will take an active role in monitoring safeguarding arrangements and providing support to the Designated Safeguarding Lead in line with Part 2 KCSIE 2021. This will include visits to school, regular contact with the Designated Safeguarding Lead and other staff working to protect children and reviewing information provided to them concerning pupils' welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.

The governing body/ proprietor/ leadership/management committee and leadership team will ensure that the Designated Safeguarding Lead (and deputies) are supported and given sufficient time, funding and resources to carry out their roles. They will also ensure there is adequate cover if the Designated Safeguarding Lead is absent.

Governors must be subject to the same rigorous safer recruitment procedures as any other staff, including appropriate checks, such as an Enhanced DBS check and s128 checks.

Headteacher

The Headteacher will ensure that the suite of policies and procedures relating to safeguarding and child protection adopted by the school's Governing Body are understood and followed by all staff.

The Headteacher has ultimate responsibility for safeguarding of pupils and safeguarding systems and practices in school.

Designated Safeguarding Lead (DSL)

The school has appointed a member of the leadership team (Marcus Read, Assistant Headteacher for Inclusion) as the Designated Safeguarding Lead (DSL). Additionally, the school has appointed Deputy DSLs (SEE SECTION 1: Key Contacts) who will have delegated responsibilities and act in the DSLs absence.

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. This is in line with full job description set out in KCSIE Annex C.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

The Head Teacher will be kept informed of any significant issues by the DSL.

The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns linked to special circumstances resulting from Covid-19. This may include referrals to integrated social care and working with other agencies where appropriate. Job descriptions that align to KCSIE 2021 Annex C are in place for the DSL and deputy DSLs.

Role of the DSL

Hold the overall responsibility for child protection

Act as the central contact point for all staff to discuss any safeguarding concerns

Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns; have cover arrangements over school holidays in the event of an emergency

Understand the views of children and encourage a culture of listening to children and taking account of their wishes

Take the lead for promoting trauma-informed practice in relation to behaviour, attendance, engagement and achievement.

Maintain and manage a confidential recording system for safeguarding and child protection concerns

Ensure child protection files are up-to-date, records are clear and comprehensive and details of the concern, follow up, actions, decisions and outcome

Ensure information is shared as appropriate, including the confidential sharing of a copy of the full safeguarding file when a child transfers schools. This should include any incidents or patterns of concern that could assist the incoming school understand the context of needs and risks to a child, should further concerns arise. This necessarily includes information that does not meet threshold of significant harm.

Ensure that safeguarding files are retained and stored appropriately;

- copies of CP files should be retained until the child is 25 years of age;
- any concerns related to suspected child sexual abuse should be retained until the individual of concern reaches retirement age or 10 years after, whichever is longer;
- concerns about those in positions of trust should be retained until the individual of concern reaches retirement age or 10 years after, whichever is longer, unless there is a Malicious LADO outcome (where the information should be deleted from records).

Coordinate safeguarding action for individual children

When supporting children with a social worker, or looked after children, the DSL should have the details of the child's social worker, the social work team manager, and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)

Liaise with other agencies and professionals in line with KCSIE 2021 and WTSC 2018

Ensure that locally established procedures as put in place by the three safeguarding partners (Children's social care, Police, Health), including referrals, are followed, as necessary.

Represent, or ensure the school – and therefore the child's lived experience - is appropriately represented, at multi-agency safeguarding meetings (including Child Protection conferences)

Manage and monitor the school role in any multi-agency plan for a child.

Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.

Work with all staff (for example: teachers, support staff, pastoral leaders, SENCo, mental health leads) on matters of safeguarding and welfare (including mental health and online/digital safety)

Raising awareness of safeguarding and child protection systems with staff, pupils and parents.

Ensure all staff access appropriate safeguarding training, including in online safety and other relevant specific issues and regular updates in line with the recommendations within KCSIE (2021)

Providing support to staff as required.

Manage referrals of suspected abuse to the Channel programme, disclosure & barring service and where a crime has been committed to the Police.

Support/liaise with the 'case manager' for child protection issues which concern a member of staff.

Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be aware it can happen here and safeguarding is everyone's responsibility.
- Understand the signs and indicators that can signal that a child is experiencing unmet needs, harm, or is at risk of harm.
- Have a trauma-informed understanding of the impact of childhood adverse events and experiences on behaviour, achievement and presentation.
- Actively promote welfare and safeguarding, including online safety, of pupils.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Identify children who may benefit from early help.
- Understand the early help process.
- Understand the school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- Understand the wider definitions of peer on peer abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 and Annex B.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection

Children and Young People

Children and young people (learners) have a right to:

- Feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings taken into account.
- Contribute to the development of **school** safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

Parents and Carers

Parents/carers have a responsibility to:

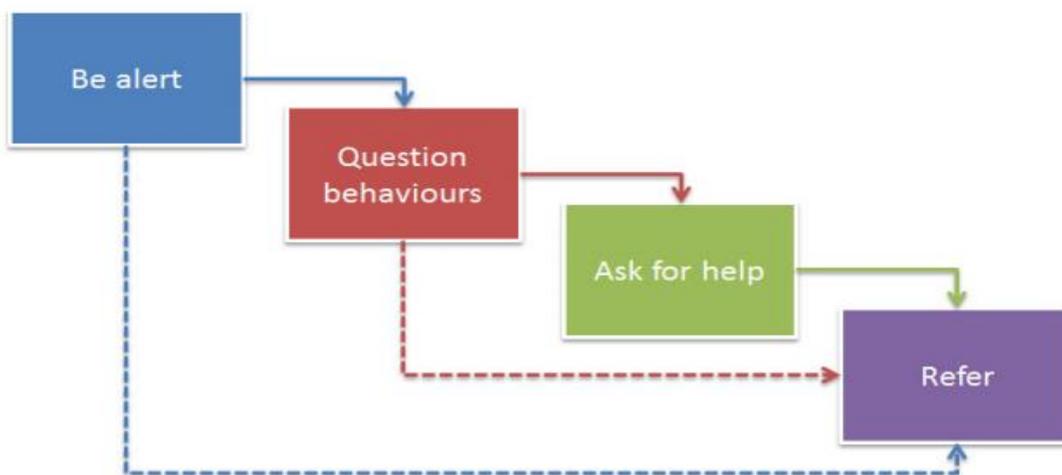
- Understand and adhere to the relevant **school** policies and procedures.
- Talk to their children about safeguarding issues and support the **school** in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the **school** or other agencies.
- Speak to school staff if they have any concerns about the welfare, wellbeing and safety of their children.

10. Recognising Indicators of Abuse and Neglect

- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020.
- Bounds Green Federated Schools recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect

For further information see Appendix 1.

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



‘What to do if you are worried a child is being abused’ 2015

The school acknowledges that safeguarding includes a wider range of specific issues including (but not limited to):

- | | |
|---|---|
| Child abduction and community safety incidents | Homelessness |
| Children with family members in prison | Honour based abuse (so called) |
| Children Missing Education (CME) | Mental health |
| Child missing from home or care | Modern slavery & the National Referral Mechanism |
| Child Sexual Exploitation (CSE) | Online safety |
| Child Criminal Exploitation (CCE) | Peer on peer abuse (including cyberbullying, racial, prejudicial and discriminatory bullying) |
| County Lines | Preventing radicalisation and extremism |
| Cybercrime | Relationship abuse |
| Domestic abuse | Serious Violence |
| Faith based abuse | Sexual Violence and Sexual Harassment |
| Female Genital Mutilation (FGM) | Upskirting |
| Forced marriage | Youth produced sexual imagery nudes/semi-nudes (“Sexting”) |
| Gangs and youth violence | |
| Gender based abuse and violence against women and girls | |

Additional information on these specific issues is given in the sections below, in Appendix 2 of this policy and also set out in KCSIE Part 1 and Annex B

Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case by case basis.

Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children offsite. 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 exploitation, criminal exploitation, and serious youth violence.

By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

11. Child Protection Procedures – Taking Action

Bounds Green Federated Schools adhere to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://haringeyscp.org.uk/>

Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections should they identify or have a worry about a child protection issue. The actions staff and other adults should take if they are any safeguarding concerns about a pupil are listed below. This will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).

All staff are made aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

Bounds Green Federated Schools recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

Action if a child is in immediate danger or suffering harm or likely to suffer harm

As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must let the DSL know immediately.

The member of staff must make a record of what the child (ideally contemporaneously) is telling them/has told them and also record this on MyConcern as soon as possible after the alert to the DSL.

Any handwritten record should be scanned and added to the electronic record (see details under making a record of a concern).

The DSL, along with the relevant Deputy DSLs will review the case and decide on the next steps. If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Haringey's Safeguarding Team) and/or the police in line with Haringey LA procedures.

If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral.

- The contact numbers for the MASH team are listed on Page 2 of this policy.
- During this call you should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm.
- During your phone call if you are a professional working with children you may be asked to complete a **MASH referral form** within 24 hours.
- This should be emailed securely to mashreferral@Haringey.gcsx.gov.uk.

Any member of staff/adult making a referral to the MASH team must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

Action if a concern about a child is not in immediate danger or risk

Staff may notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.

Staff must follow school procedures and record the concern on MyConcern.

The DSL will ensure that there is continuous monitoring of the MyConcern throughout the day so no concerns are missed and any necessary actions are taken.

The member of staff should not hesitate in also discussing their concern with the DSL or deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

Key Guidance for Staff

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:

...beginning with words like: 'how', 'why', 'where', 'when', 'who'?

3. **Let the child / young person / parent 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 secret.

...for example, 'I am worried about your bruise and I need to tell Mrs Smith 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 another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

5. **Make a written record** 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 child or parent spoke, 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 the LA's MASH team or the duty social worker**
 7. The DSL makes the **referral to the LA's MASH team**
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 the parent does not already know, and if there is no reason not to let them know

Duty Social workers 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 **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 2002 TO PASS ON ANY CHILD PROTECTION CONCERNS ABOUT A CHILD

Further Guidance for Staff to follow in dealing with child protection concerns/disclosures. (Remember the 6 Rs!)

RECEIVE

- 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

- 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

- If you need to clarify information ask open-ended questions e.g. *"Is there anything you'd like to tell me?"*, *"Can you explain to me..."*, *"Can you describe to me..."*
- **Never** ask leading or suggestive questions e.g. *"Did he/she do anything that they shouldn't have done?"*
- **Never** ask 'accusing' questions e.g. *"Why didn't you tell someone earlier?"*
- **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

- 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
- draw a diagram 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
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later

REFER

- Immediately inform the Designated Safeguarding Lead (Will Wawn) or in their absence the Deputy Designated Safeguarding Leads (Helen Chrysafi or Marcus Read or Liz Luka) who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority

REFLECT

- Ask yourself if you have done everything you can within your role. Refer any remaining concerns to the designated teacher, 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 is available to support you and is trained in CP supervision
- Seek an update from the DSL that you referred the concern to

Action if a concern about a child has been identified

The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Haringey's MASH service who are the first point of contact for Integrated Children's Services (ICS).

Making a record of a concern or disclosure

Any child protection concerns should be entered into MyConcern.

If the concern is a direct disclosure from a child, this should be recorded in writing by the receiving professional so there is a contemporaneous record of the disclosure, which can be used as evidence should a case go to court.

- Ideally, this should be on school forms which can be found in Appendix
- The start, end time, location and date should be added to the report.
- A summary of the report should be made on CPOMs/MyConcern and the DSL or deputy informed immediately.

Children should not be asked to write an account of a possibly traumatic event. Aside from the ethical implications of doing so, there may be criminal law reasons for not asking a child to commit their account in writing without legal counsel.

Early Help referrals

The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

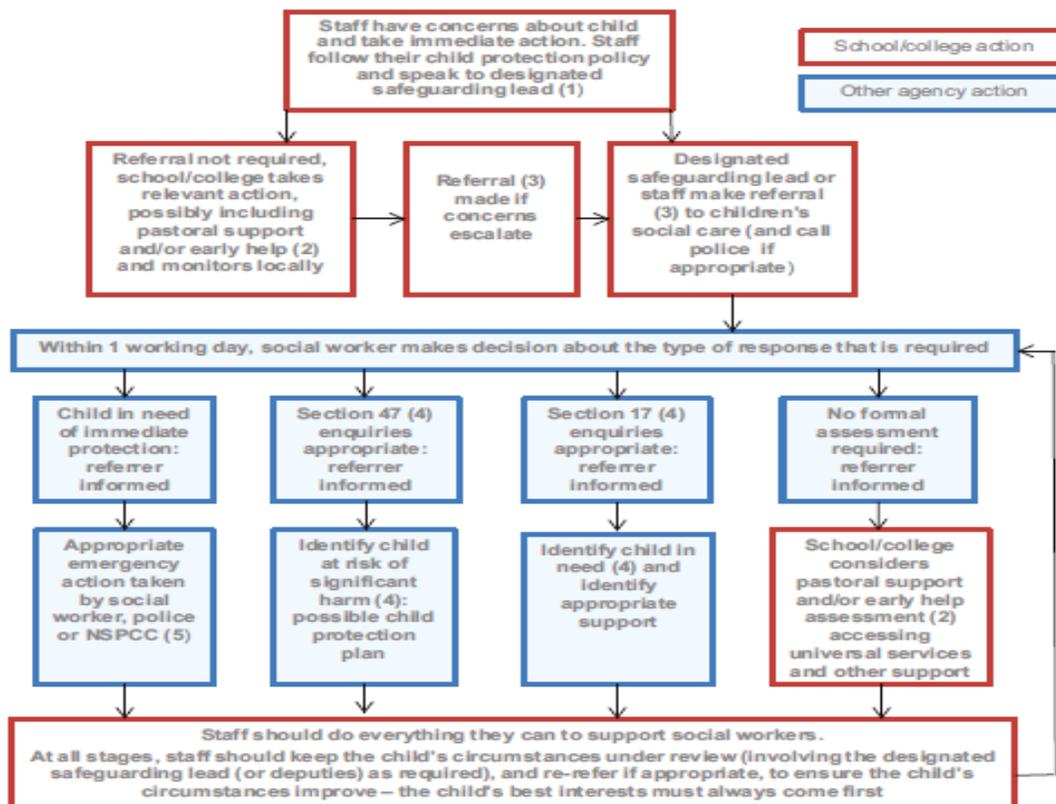
Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL.

on liaising with other agencies and in setting up inter-agency assessment, as require. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.

The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey's Safeguarding Team.

Expected Inter-agency process where there are concerns about a child

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Notifying parents and carers of child protection concerns

Parents/carers will be informed of child protection concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

- Usually, information will be withheld from parents/carers in the short-term only, although there may be cases where information is not safe to be shared with a parent/carer at any point.
- Such discussions will be undertaken by the DSL or deputy DSL, although this may be delegated to another member of staff who is part of the safeguarding team, and maybe already working in with the family.

The DSL will liaise with Haringey MASH before making a decision not to inform parents/carers of a child protection concern.

In the event of a request for support (Early Help) from MASH, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Haringey LA.

Parents/carers will be notified of disclosures of peer abuse where their child is the alleged perpetrator or victim. other pupils, unless it is unsafe to do so.

12. Confidentiality, information sharing and record keeping

Confidentiality

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

The Headteacher or DSL (and DDSLs) will share information about a child on a 'need to know' basis to help maintain confidentiality.

Confidentiality is also addressed in this policy with respect to record-keeping below and allegations of abuse against staff in the section below.

Information Sharing

Bounds Green Federated Schools recognise our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2021.

The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.

Staff should never promise a student that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:

- their disclosure will be taken seriously, and it is **not** creating a problem
- their disclosure will only be shared with relevant staff
- staff will be sensitive to their feelings and concerns
- their wishes will be heard
- they will be kept informed of actions and support.

The Data Protection Act 2018 and 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.

The school has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. Bounds Green buys into a DPO service provided by Judiciul. Faye Papini (SBM) is the School staff link.

DfE Guidance on Information Sharing (July 2018) provides further detail. The 7 'golden rules' for sharing information, and can support staff who have to make decisions about sharing information. Faye Papini can provide staff with this information.

If staff are in any doubt about sharing information, they should speak to the DSL (or deputies).

Record keeping

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing contemporaneously (this may be used as evidence if the disclosure becomes a Police matter) on the school safeguarding incident/concern form/MyConcern system and passed without delay to the DSL. This should include speaking to the DSL.

A body map will be completed if injuries have been observed. Please see Appendix 10

Records must be completed at the time using the child's words and shared as soon as possible after the incident/event. The record must be signed and dated by the member of staff.

If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL (and DDSLs). Safeguarding records are shared with staff on a 'need to know' basis only.

Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.

All safeguarding records will be transferred securely to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

Ensure that safeguarding files are retained and stored appropriately in compliance with the Data Protection Act 2018;

- copies of CP files should be retained until the child is 25 years of age;
- any concerns related to suspected child sexual abuse should be retained until the individual of concern reaches retirement age or 10 years after, whichever is longer;
- concerns about those in positions of trust should be retained until the individual of concern reaches retirement age or 10 years after, whichever is longer.
- Only cases resulting in a 'Malicious' LADO outcome should be deleted from records.

13. Multi-Agency Working

- Bounds Green Federated Schools recognise and are committed to their responsibility to work within the Haringey LA multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Bounds Green Federated Schools recognise the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Haringey LA processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

14. Staff Induction, Awareness and Training

All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2021) (or for at the discretion of the Governing Body Annex A instead) which covers safeguarding information for all staff.

- School leaders, including the DSL will read the entire document.
- School leaders and all members of staff who work directly with children will access annex A within Keeping Children Safe in Education 2021.
- All members of staff have signed to confirm that they have read and understood KCSIE. The DSL maintains this register and it is recorded on the SCR

All staff are expected to be aware of systems within their school which support safeguarding. This will be explained to them as part of staff induction and updated on a regular to ensure they are fully aware of current practice. This includes:

- safeguarding and child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse;
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- safeguarding response to children who go missing from education
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

The school aims to keep the profile and importance of safeguarding high. All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Basic child protection training will take place annually include online safety training.

In addition, a range of other specific safeguarding issues have been prioritised by leaders as most pertinent to the school. This includes training in mental health, peer on peer abuse and domestic violence. All staff will receive regular safeguarding and child protection updates (Via emails, Business / other meetings, INSET), to provide them with relevant skills and knowledge to safeguard children effectively.

The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.

All staff members (including volunteers, agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP)/online safety/social media/use of technology.

Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies: This will be achieved via eg. Staff meetings, etc.

The DSL and Headteacher will provide regular reports to the governing body (at TLC Committee & Full GB) detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

Although the school has a nominated lead(s) for the governing body committee (Mark Chapman), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis, eg. SafeSmart online training.

15. Safer Working Practice

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school code of conduct.

Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff code of conduct, Acceptable Use/online safety policies, and Social Media.

16. Staff Supervision and Support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
- All staff are supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.

17. Online Safety

It is recognised by Bounds Green Federated School that the use of technology presents challenges and risks to children and adults both inside and outside of school. As a school we will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school.

The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.

The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.

Bounds Green Federated School uses a wide range of technology. This includes computers, laptops, Chromebooks tablets and other digital devices, the internet, our learning platform, intranet and email systems. All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Bounds Green Federated School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2021 and EYFS 2021 has appropriate policies in place that are shared and understood by all members of the community. Further information regarding the specific approaches relating to this can be found in our online safety, and acceptable use policies which can be found in the office/ staff shared network and website.

Bounds Green Federated School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place. This is provided by LGfL and Impero Safeguarding filter software

If learners or staff discover unsuitable sites or material, they are required to report the concern immediately to the member of staff with key responsibility Brian Mephram as well as the SBM Faye Papini. They will liaise with our technical support providers, SBS, as required.

All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.

Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate.

If learners or staff discover unsuitable sites or material, they are required to:

- Notify responsible adult in the room
- turn off monitor/screen or block screen using Imperio console.
- Impero will capture screen shot.
- Report the URL of the site to the Computer lead/ technical staff.
- Nominated LGFL contact to notify LGFL to block URL
- Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
- When implementing appropriate filtering and monitoring, we will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Bounds Green Federated School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

- Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.

- Learners' internet use will be supervised by staff according to their age and ability.
- Learners will be directed to use age-appropriate online resources and tools by staff.

Bounds Green Federated School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

Bounds Green Federated School will build a partnership approach to online safety and will support parents/carers to become aware and alert by:

- Providing information through our website, newsletters and highlighting online safety at parent events

We will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.

The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour. Internal sanctions and/or support will be implemented as appropriate. Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Staff should understand the implications of private social media accounts being accessed by pupils, parents and the wider community, and that these may have an impact on their professional standing and could result in a referral to LADO if they indicate suitability issues or transferable risk

Where children are asked to learn online at home in response to a full or partial closure:

Bounds Green Federated School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom.

Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school staff code of conduct and Acceptable Use/online safety policies. When delivering remote learning, staff will follow our policy and guidance for remote learning.

Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be informed who from the **school** their child is going to be interacting with online and who they contact in case they need help and/or support.

Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

18. Safeguarding children with SEND

Bounds Green Federated School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The school will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities. Details of support and provision can be found in the school's SEND policy and annual SEND Information report.

The DSL (Marcus Read) is the Assistant Headteacher for Inclusion (SENCO). He will share information and plan support and monitor as required.

19. Mental Health and Children requiring support

All staff will be made 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. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying. Add detail/amend to fit school.

The school has in place a range of ways to support children's mental health both within and beyond the school. To support children's mental health the school has a trained Inclusion team and Coram therapists.

20. Children in need of a Social Worker (CIN / CP Plan)

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

The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child's safety, well-being, welfare and educational outcomes.

21. Looked After Children (LAC), Post LAC & Care Leavers

Bounds Green Federated School will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe.

The DSL has details of students' social worker and relevant virtual school heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.

The school has appointed a designated teacher, Marcus Read, who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The designated teacher will have the relevant qualifications and experience and receive appropriate training to perform the role. The designated teacher will work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child's well-being and progress.

The DSL as the designated lead for looked after children will work with the local authority to ensure suitable arrangements are in place for care leavers, including with the appoint Personal Adviser, and will liaise with them should any issues occur.

22. Children that going Missing from Education (CME)

Persistent absence or children that go missing from education can act as a vital warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or student criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage

The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home and home visits.

The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being and safety of pupils. The school will hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil.

The school is aware of its duty to report any missing children to the local authority. Full details of these systems for monitoring and supporting children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the school's attendance policy

23. Peer on Peer Abuse

All members of staff at Bounds Green recognise that children can abuse their peers. This can happen both in and out of school and online.

Peer on peer sexual abuse is so prevalent that Ofsted have asked all schools to operate as if it is happening on site, even if they have no reports.

No form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and they are not creating a problem.

Staff must be mindful that their response could impact on another child coming forward in future.

All staff should understand the following aspects of peer-on-peer abuse and be clear about the school's approach:

- Even if there are no known reports in school, it could be or be likely to be occurring.
- If staff have **any** concerns regarding peer-on-peer abuse they should speak to their designated safeguarding lead (or deputy).
- Challenging inappropriate behaviour between peers and any dismissive or minimising response by staff is crucial.
- Dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours.
- This makes it an unsafe environment for children, and normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.
- Children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.

In line with KCSIE 2021 the school recognises that peer on peer abuse is likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sexual violence
- sexual harassment

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

Paragraph 49 of KCSIE fully details the types and forms of peer on peer abuse can take that staff should be aware of.

Types of peer on peer abuse listed in KCSIE:

- 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 nude 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 obtaining 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).

When responding to concerns relating to child on child sexual violence or harassment, our Federated School will follow guidance outlined in KCSIE 2021 Part 5 and [‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’](#) September 2021.

The school recognises consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy). The school will follow DfE Searching Screening and Confiscation Advice and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings.

The school has detailed procedures in place for responding to and dealing with incidents of peer on peer abuse, including:

- Providing pastoral support organised via the DSL and Deputy Headteacher (PSHE & RSE Lead)
- Liaison / working with parents and carers
- Informing / liaising with police and Haringey Safeguarding Team in cases of sexual assault

24. Gangs, County Lines, Serious Violence, Crime & Exploitation

- Our School recognises the impact of gangs, county lines, serious violence, crime and sexual exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:

- The particular vulnerabilities of certain children (those who have experienced prior childhood trauma / abuse, children with disabilities and additional needs, children excluded from school, children in care)
- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education
- Change in friendships/relationships with others/groups
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

25. 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.’

DFE 2017

Sexual exploitation can take many different forms from the seemingly ‘consensual’ relationship to serious organised crime involving gangs and groups. It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse

[Further guidance is held in document : Child Sexual Exploitation \(Feb 2017\) Voyeurism \(Offences\) Act 2019](#)

26. Female Genital Mutilation

See Appendix 5: [“Policy Guidance on Female Genital Mutilation”](#)

27. Preventing Radicalisation

SEE APPENDIX 6: POLICY GUIDANCE ON ‘PREVENTING RADICALISATION’ FOR FULL DETAIL)

Safeguarding from radicalisation and extremism is no different from safeguarding from other forms of harm. All staff will clearly understand the pathways for vulnerable individuals and be aware of how to recognise vulnerability and mitigate the risks. The school mitigates risk by embedding British values of tolerance and respect.

The schools works in partnership with Haringey Prevent Team to ensure the education of students , staff and families regarding radicalisation whether by illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League.

What will school do?

If staff have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, they should respond as they would to all vulnerable children and follow the procedures below:

- Talk to the family and other professionals working with the young person about the concerns and get their views.

- Ensure there is a risk assessment for any child who is identified as at risk.
- Seek consent to complete an early help referral and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family.
- Liaise with the LA Prevent lead.

If you suspect someone is actually engaged in terrorist activity, contact the police or the anti-terrorist hotline immediately on 0800 789 321.

[Further guidance is held in document: Prevent duty for schools and childcare providers \(Jun 2015\)](#)

Channel

Channel is a joint initiative between the police and Haringey Council which offers support and guidance to local people who may be at risk of becoming involved in extremism, Channel is voluntary and once an assessment has been made can provide a support package tailored to the individual's needs. If you are concerned that someone you are working with is at risk of getting involved in extremism, contact the Channel Co-ordinator.

To discuss any potential referral, please email: safercommunities@haringey.gov.uk

[Further guidance is held in document: Channel guidance \(Apr 2015\)](#)

28. Domestic Abuse

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
- emotional

Where there is domestic abuse in a family, the children/young people will always experience trauma sometimes in the longer term. The designated safeguarding lead will take appropriate action to ensure children and young people are kept safe, will engage with services to ensure appropriate help for emotional trauma experienced and will seek advice where necessary.

29. Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information or evidence about drug and alcohol abuse by a child's parents/carers they will follow MASH referral procedures.

This is particularly important if the following factors are present:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- disturbed moods as a result of withdrawal symptoms or dependency.

- unsafe storage of drugs and/or alcohol or injecting equipment.
- drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

30. Forced Marriage/Honour Based Violence

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

“Honour-based” violence – is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including assault, imprisonment and even murder where the person is being punished by their family and their community – children and young people are being punished for supposedly undermining what the family or community believe to be correct behaviour.

All cases of disclosures or concerns relating to forced marriage/honour based Violence will be reported directly to the DSL and the Police where it is deemed necessary. Information and advice will be sought from single point of access and referrals made to early help or social care where appropriate.

Further guidance is held in document: [Forced marriage \(May 2018\) www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)

31. Modern day Slavery and Human Trafficking

The Modern Slavery Human Trafficking Unit (MSHTU) is a multi-agency organisation led by the the National Crime Agency. Designated Safeguarding Leads will work through the advice of MASH as well as through the National Referral Mechanism

Further guidance is held on website : <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

32. Private Fostering and Host Families

(SEE APPENDIX 7: POLICY GUIDANCE ON PRIVATE FOSTERING)

A private fostering arrangement is essentially an arrangement between families / households, without the involvement of a local authority, for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative (close relatives are parents, step-parents, siblings, siblings of a parent and grandparents) for **28 days or more**. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Private fostering is defined as when someone who is not a parent or a 'close relative' (eg. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to LA of any such arrangements the school learns about.

Privately fostered children are a diverse, and sometimes vulnerable, group. Groups of privately fostered children include:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Asylum seeking and refugee children;

- Teenagers who, having broken ties with their parents, are staying in short term arrangements with friends or other non-relatives;
- Children of prisoners placed with distant relatives;
- Language students living with host families;
- Trafficked children

If the school makes arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. for example, as part of a foreign exchange visit or sports tour. This is often described as 'homestay' arrangements. The school will follow the guidance set out in Annex E of KCSIE.

33. Elective Home Education (new KCSIE Sept 21)

If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of additional needs of child with SEND and/or social worker, transition support, and informing the LA (*requirement to notify LA on removal from roll*).

34. Use of Reasonable Force

The school has guidelines in place for the use of reasonable force which enables and supports staff to make appropriate physical contact.

Staff who may be required to de-escalate volatile situations on a regular basis, where any degree of restraint, may be required, should be suitably Team Teach or similarly trained.

Inappropriate (unnecessary, disproportionate and undue) use of force may result in a referral to LADO.

This follows DfE guidance in the set of reasonable force, and includes the school's:

- response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or with medical conditions,
 - duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
 - positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- all staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;
 - training will include information about the effects of medications pupils may be receiving and how restraint procedures might affect the physical wellbeing of the pupil during restraint procedures;
 - training will include multiple methods for monitoring a pupil's well-being during a restraint;

35. Curriculum and Staying Safe

We recognise that our school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Bounds Green Federated Schools will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.

The school recognises that one size does not fit all and takes a personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices.

The school has implemented the mandatory DfE Relationships Education, Relationships and Sex and Health Education curriculum. The school is embedding this into all aspects of the curriculum to ensure equality, age-appropriate and full experiences for all pupils. Further details are given in our RSE and PSHE curriculum policies.

Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

36. Safer Recruitment

Bounds Green Federated School is committed to ensure that they develop a safe culture and that all steps are taken to recruit staff and volunteers, this includes agency staff, contractors and third party staff) who are safe to work with our learners and staff.

Bounds Green Federation is a maintained, community school and will follow the Safer Recruitment guidance in Keeping Children Safe in Education 2021 (Section 3 'Safer Recruitment') and statutory guidance from The Disclosure and Barring Service (DBS).

The governing body and leadership team are responsible for ensuring that the school follows safer recruitment processes outlined within guidance.

Safer recruitment at this school means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicants suitability to work with children
- provide evidence of identity and qualifications
- complete a barred list check and DBS check before taking up a post
- be interviewed, with at least one question referring to Child protection knowledge

There are 3 types of DBS checks

- **Standard:** this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out;
- **Enhanced:** this provides the same information as a standard check, plus any approved information held by the police which a chief officer reasonably believes to be relevant and considers ought to be disclosed; and
- **Enhanced with barred list check:** where people are working or seeking to work in regulated activity with children, this allows an additional check to be made as to whether the person appears on the children's barred list

Single, Central record

It has been a requirement since 2007 that all schools must maintain a Single Central Record of recruitment and vetting checks. This was set out in the original publication 'Safeguarding Children and Safer Recruitment in Education (2007)' and updated in the DfE's September 2016 statutory guidance. The details of all staff and regular visitors or volunteers must be kept on the school's single central record to ensure that checks have been carried out.

The statutory guidance states: "Generally, the information to be recorded ... is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- Full name and address checks
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- Photo ID
- further checks on people living or working outside the UK
- a check of professional qualifications
- a check to establish the person's right to work in the UK/visa details
- Self-declaration of disqualification by association/ disqualification from early years or childcare provision self-declaration form
- MAKE SURE THERE ARE NO GAPS.

This single central record is checked termly by the Headteacher and governor responsible for safeguarding to ensure there are no gaps in the record.

The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training within the last three years.

Bounds Green Federated School is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

Staff must disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings prior to appointment. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.

Staff must disclose any concerns arising in their personal life that may have bearing on **professional suitability** and **potential transferable risk** in their work with children. This must be disclosed to the Headteacher without delay in order to enable the school to undertake a risk assessment and to notify the LADO. Examples of the types of concerns in personal life that must be disclosed include but are not limited to:

- Accusations of domestic abuse, coercion or control.
- Accusations of sexual or physical assault of an adult.
- Any safeguarding concerns related to the care of the professional's own children.
- Causing harm to children and young people, including any engagement in organised crime.

We will ensure that all staff and volunteers have read the staff code of conduct and understand that their behaviour and practice must be in line with it.

37. Concerns/Allegations against members of Staff and Adults in the School (ASV)

All members of staff (aged 16+) working on behalf of the school, including volunteers, governors, contractors, agency and third-party staff, including supply staff, visitors and contractors, are required to treat children and young people with respect, integrity, and consideration.

The LADO must be notified if any member of staff is suspected of behaving in a way that:

- has or may have harmed a child;
- has or may have committed a criminal offence against or related to a child;

- behaved towards a child or children in a way that indicates that they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

LADO thresholds relate to simple harm (not significant harm) and LADO outcomes are determined on the balance of probabilities.

Allegations should be referred immediately to the Headteacher

The Headteacher must contact the Local Authority Designated Officer (LADO) within 24 hours of being notified, to agree further action to be taken in respect of the child and staff member.

Although information should be gathered by the case manager / Headteacher in order to make a LADO referral, care must be taken not to investigate prior to LADO ensuring that Police do not intend to investigate the case.

In the event of allegations of abuse being made against the Headteacher, allegations should be reported to the chair of governors who will case manage the allegation. If in doubt, any member of staff can discuss their concerns with the LADO.

All staff and volunteers are required to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding systems.

The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistleblowing - see section below.

The school's procedures are consistent with local safeguarding procedures and practice guidance. In line with KCSIE 2021, we have policy and procedures in place for:

- Allegations that may meet the harm threshold
- Concerns that do not meet the harm threshold

Please note that the London Child Protection Procedures clarifies that the **LADO should be consulted to determine whether a concern meets threshold** – i.e., whether it should be treated as an allegation or a concern.

Low-level concerns about members of staff

A low-level concern is a behaviour towards a child by a member of staff that does not meet the harms threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:

- Being over-friendly with children
- Having favourites
- Taking photographs of children on a personal device
- Engaging in one-to-one activities where they can't easily be seen
- Using inappropriate language

Low-level concerns can include inappropriate conduct inside and outside of work.

All staff should share any low-level concerns they have using the reporting procedures set out in our child protection and safeguarding policy. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

All reports will be handled in a responsive, sensitive and proportionate way.

Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

This creates and embeds a culture of openness, trust and transparency in which our values and expected behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse.

SEE APPENDIX 4: Managing Allegations against Staff

Duty to refer to the Disclosure and Barring Service

There is a legal requirement to refer to the Disclosure and Barring Service (DBS) where **school** removes an individual from regulated activity (or where the individual would likely have been removed had they not left), and where the individual has:

- engaged in relevant conduct in relation to children and/or adults,
- satisfied the harm test in relation to children and/or vulnerable adults; or
- has been cautioned or convicted of a relevant offence (automatic barring either with or without the right to make representations).

Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.

When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.

The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

Duty to consider referral to the Teaching Regulation Agency

If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will **be** given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

38. Guidance for staff to reduce risk of allegations

- The school will ensure that all staff; paid and unpaid, are trained in good practice so that they can reduce the risk of allegations being made against them. Staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the school's code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff will be made aware that behaviour that contradicts the code of conduct, which takes place outside of school, may still lead to disciplinary procedures.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

- The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny (see social media policy).

Working 1:1

This must always take place in a room where staff can be seen and / or heard from outside the room with the door open or appropriate window provision for viewing.

Use of personal mobile phones during school hours

Personal mobile phones should not be used in class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices in designated areas. If members of staff use their equipment in this way they are still expected to follow professional standards and abide by the school's social media policy. Personal phones **must not** be used to take photographs of school activities. Staff should always use school-owned cameras or tablets if taking photographs of children.

Changing Pupils who have wet or soiled themselves (not SEN pupils)

If a child has wet or soiled themselves due to illness, the parent should be called to collect the child. If this will result in a delay, then the child will be changed by school staff. The procedure for changing a child who has wet themselves should be followed:

- member of staff collects clean clothing and wet wipes if required.
- child undresses themselves as appropriate in one of the toilet cubicles.
- member of staff waits outside the toilet cubicle.
- if the child needs assistance, the member of staff will call another member of staff in their phase to assist.
- both members of staff must be within sight of each other and the dignity of child maintained at all times.

Changing Pupils who have wet or soiled themselves (SEN pupils)

When changing children who require intimate care, it is ideal, although not always practical, that there are two members of staff who are involved in this. Again, please follow the guidance outlined above. Teachers, teaching assistants, midday supervisors or office support staff directly employed by the school, must only carry out all changing of pupils. Volunteers, work-experience students, teacher training students, sports coaches and consultants must never change any pupil.

39. Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrongdoing and be secure that such concerns will always be taken seriously by the leadership team.

Wrong-doing covered by this 'public interest disclosure' includes:

- someone's health and safety is in danger;
- damage to the environment
- a criminal offence (eg fraud)
- not obeying the law;
- covering up wrong-doing
- misusing public funds
- actions that negatively affect the welfare of children

All members of staff are made aware of the LA agreed Whistleblowing procedure which the School follows. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

The DfE provides advice to staff who feel they need to raise concerns: Whistleblowing procedure for maintained schools [Whistleblowing procedure for maintained schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and Whistleblowing [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

Staff should raise concerns with

- Line Manger
- Specified person (or governor) in school such as the headteacher or DSL
- Local Authority
- Union or Professional Association

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

40. Complaints

The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the School website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy or Appendix 4 or this policy.

41. The Use of Premises by other Organisations

Where services or activities are provided under the direct supervision/management of staff the school arrangements for child protection will apply.

Where services or activities are provided separately by another body using the school premises, the Headteacher and governing body/leadership/management committee will:

- seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
- put in place arrangements for the organisation to liaise with the school on safeguarding matters
- include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use premises will be refused.
- Should allegations be made on site, in relation to another organisation, it is a requirement that school will be notified alongside the LADO referral by that organisation. Both would attend the initial LADO ASV meeting.

42. Site Security and Arrangements for Visitors

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within in paragraphs 281-286 of KCSIE 2021.

Those visiting school in a professional capacity (social workers, educational psychologists, school improvement officers) should provide their professional ID. The school should ensure that the professional visitor's agency/employer has confirmed that staff with organisational ID have the appropriate DBS checks.

It is never acceptable to hinder access to a social worker undertaking statutory duties in school if school has confirmed the social worker's identity (organisational ID; in the event of concerns, an email from the social worker's manager).

The Headteacher should always apply their own professional judgement about the need to escort or supervise any visitors.

Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be provided with a leaflet outlining the school's safeguarding and child protection arrangements. All visitors are expected to follow these school arrangements.

The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (eg for multiple sessions).

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

43. Policy Monitoring and Review

This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.

The DSL and deputy DSL(s) meet weekly to review all safeguarding cases and check on the actions taken and what further actions are needed.

- This includes pupils with early help and child protection plans.
- The SLT (DSL & DDSLs) meet weekly to check and review any emerging patterns which may suggest a safeguarding concern, issues may include attendance, behaviour, peer relationships and concerns raised by tutors/staff.

The Designated Safeguarding Lead and Headteacher will provide regular reporting on safeguarding activity and systems to the governing body.

The governing body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.

The governing body understands its responsibilities and duties as set out in KCSIE 2021 to ensure the effectiveness of the school's safeguarding arrangements.

In addition to the regular reports about safeguarding provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements.

This will include: meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/r surveys, use of an audit tool, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life, termly checks of the SCR, review of school data and use of an external consultant

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific safeguarding issues (KCSIE Annex B)

This text is taken from Annex B of KCSIE which contains further important additional information about specific forms of abuse and safeguarding issues.

Child abduction and community safety incidents

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

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;

- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education. CSE 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.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](#)

Cybercrime

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

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

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

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

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

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

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the

child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects Refuge what is domestic violence/effects of domestic violence on children.
- Safe lives: young people and domestic abuse.
- Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk)(includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or

deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹²⁸ that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 32-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdof.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

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

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.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, 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 radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral. drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". 134 This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads and other senior leaders in colleges should familiarise themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance.

Additional support

The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer on peer/ child on child abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It **can** happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This **can** include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; 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; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/135 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing

someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

- the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. UKCIS Sharing nudes and semi-nudes: As set out in advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - sharing of unwanted explicit content;
 - upskirting (is a criminal offence);
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats.

Upskirting

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

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Appendix 3: Safer Recruitment

| Section i – recruitment and selection process |
|---|
| <p>Advert Para 192-193</p> <p>Define role including job description and person specification covering</p> <ul style="list-style-type: none">– Commitment to recruit suitable people Para 188– the skills, abilities, experience, attitude, and behaviours required for the post; and– the safeguarding requirements– whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. |
| <p>Application forms Para 194-197</p> <ul style="list-style-type: none">– statement advising applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children– how copy of child protection policy and practices and policy on employment of ex-offenders are provided to applicants– the information applicants are required to provide: personal details, current and former names, current address and national insurance number; details of their present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment; qualifications, the awarding body and date of award; details of referees/references; and a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.– Do not accept copies of curriculum vitae in place of an application form. |
| <p>Shortlisting Para 198-202</p> <ul style="list-style-type: none">– that shortlisted candidates (not others para 199) should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.– that applicants should be asked to sign a declaration confirming the information they have provided is true and that approach where the signature is electronic (Para 200)– the purpose and implications of the self-declaration (Para 201)– how candidates are shortlisted – by at least two people who will consider/look for any inconsistencies, gaps in employment and reasons given for them and all potential concerns. (Para 202) |
| <p>Employment history and references Para 203-205</p> <ul style="list-style-type: none">– The importance of references in the recruitment process and that information from references will be used to confirm whether they are satisfied with the applicant’s suitability to work with children (Para 205)– account is taken of the advice on gaining, checking, verifying and using points listed in Para 204– that references will be asked of current or last employer, and where possible from the employer where the applicant last worked with children– the source of the reference will be verified, and that the person completing the reference is in a senior role– information on the application form will be compared with that in the reference and any discrepancies taken up with the candidate– establish the reason for the candidate leaving their current or most recent post– make clear that appointments will not be confirmed until all references are in place/ issues resolved. Para 204 |
| <p>Selection Para 206-210</p> <ul style="list-style-type: none">– The school uses a range of selection techniques to identify the most suitable person for the post Para 206– questions will cover candidates suitability and motivation for post and working with children, exploring experiences of working with children, probing any gaps in employment or frequent changes in employment Para 206– exploration with candidates to determine their suitability to work with children Para 207– pupils/student involvement in the recruitment process in a meaningful way Para 209– observation of short-listed candidates (under appropriate supervision) Para 209– that information considered in decision making will be clearly recorded along with decisions made. Para 210 |
| <p><u>Questions that must now be asked and noted in application pack for applicants and recruitment policy</u></p> <ul style="list-style-type: none">➤ Do you have any unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974?➤ Do you have any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 |

Risk assessments

- Any used?
- Purpose eg: further checks for those who have lived and worked abroad, issue on DBS, disability, use of volunteers etc
- Quality
- Evidence of any follow up/usage

Section ii Pre-appointment vetting checks, regulated activity and recording information

Checks that must be undertaken when appointing individuals to work in regulated activity. Para 211-213:

- verify a candidate's identity (Note [new KCSIE Sept 2021](#): best practice is checking the name on their birth certificate, where this is available)
- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children ([see also para 214-224](#)))
- obtain a separate children's barred list check (*if an individual will start work in regulated activity with children before the DBS certificate is available*) ([see also para 216-227](#))
- verify mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK, including EU nationals.
- if a person has lived or worked outside the UK, make any further checks the school or college consider appropriate ([see also para 262-267.](#))
- verify professional qualifications, as appropriate to job.

In addition check that:

- an applicant employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State imposed by the GTCE, before its abolition in March 2012 ([see also para 236](#))
- reasonable steps are taken to establish whether an applicant employed carry out teaching work in relation to children, that person is subject to a prohibition order issued by the Secretary of State ([see also para 242-243 and 244](#))
- appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations ([see also para 245-249](#))

Definition of regulated activity [Para 217](#) – if a person

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children;
- will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; or
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

DBS checks (continuous service – moving from a previous post)

Obtain DBS for applicants who have worked in a school in England, whose last post ended not more than 3 months before appointment, where the person had regular contact with children, were appointed after 12 May 2006 into post which did not include regular contact with children, or they worked in a further education provision that brought into regular contact with children. [Para 214 and 216 – para 215 applies to colleges](#)

[Para 229](#) states a barred list check must be obtained in these circumstances

DBS checks (Types of checks)

Statements:

- making clear which type of DBS check will be undertaken – basic, standard, enhanced or enhanced with barred list check and for whom, and that DBS will be contained as soon as practical after appointment [Para 216-223](#),
- a barred list check must only be undertaken for a person who will engage in regulated activity. [Para 221 and 229 \(and flowchart on page 60\)](#)
- if a person commences work ahead of completion of DBS check: the person will be appropriately supervised; all other checks completed and a barred list undertaken [Para 227](#)
- making clear that the DBS check certificate will be sent to the applicant and that this must be shown to the employer [Para 224](#)
- Failure to do so will be considered a disciplinary matter.
- that school will assess cases fairly and in line with their policy on recruitment of ex-offenders policy [Para 225-227](#)

DBS update service [Para 230-233](#)

- Individuals can join the DBS Update Service at the point that an application for a new DBS check is made. **Para 230**
Advice in **Para 231** indicates it is good practice to require new staff to join the Update Service as part of their employment contract.
- For applicants who subscribe to the Update Service, the school will:
 - obtain consent from the individual to carry out an online check to view the status of an existing standard or enhanced DBS check
 - confirm the DBS certificate matches the individual's identity
 - examine the original certificate to ensure that it is valid for the children's workforce
 - ensure that the level of the check is appropriate to the job they are applying for, e.g. enhanced DBS check/enhanced DBS check including with barred list information. **Para 232**

Recording information- the SCR **Para 250-256**

- must be maintained for all employed staff, agency staff and supply staff (even if work one day) and (independent schools) the proprietor body and (academies & free schools) members of the trustees of the academy trust **Para 252**
- this will be kept electronically **Para 256**
 - barred list check
 - an enhanced DBS check requested/certificate provided
 - a prohibition from teaching check
 - further checks on people who have lived or worked outside the UK
 - a check of professional qualifications, where required; and
 - a check to establish the person's right to work in the United Kingdom.
- In addition:
 - colleges **must** record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18; and
- details of an individual will be removed from the SCR once they no longer work in the school **Para 254**
- the written confirmation from business supplying the member of supply staff that the business has undertaken the relevant checks and obtained the appropriate certificates **Para 252 (see also para 268-271)**
- details of any non-statutory information held on the SCR, such as staff training, references, checks on volunteers, checks on governors **Para 255**

Retention of documents **Para 258-260**

- copy of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10 – should not be kept for longer than six months after check
- copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.

Section iii Other checks that may be necessary for staff, volunteers and others, including the responsibilities on schools and colleges for children in other settings

Individuals who have lived or worked outside the UK **Para 262-267**

This covers all countries including those in the EU/EEA.

- Obtaining this information through overseas records checks and/or obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked **Para 262-263**
- If the information is not available school will undertake a risk assessment that supports decision making based on available information **Para 264**
- Always make a record of the decision in the staff file.

Agency and third party staff (supply staff) **Para 268-271**

School will:

- obtain written notification from any agency, or third party organisation, that they have carried out the checks on an individual who will be working at the school that the school would otherwise perform **Para 268**
- obtain written confirmation of the enhanced DBS check **Para 269**
- check that the person presenting themselves for work is the same person on whom the checks have been made. **Para 271**

Contractors **Para 272-277**

School will:

- agree safeguarding requirements in the contract between the organisation

- Schools and colleges are responsible for determining the appropriate level of supervision **Para 272**
- any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check **Para 273**
- contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information) **Para 273**
- contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required **Para 274**
- individuals who are self-employed, the school will consider obtaining the DBS check (as self-employed people are not able to make an application directly to the DBS on their own account) **Para 276**
- always check the identity of contractors on arrival at the school or college. **Para 277**

Trainee/student teachers **Para 278-280**

- for initial teacher trainees who are salaried by the school all necessary checks are carried out if trainees are engaging in regulated activity **Para 278**
- for fee-funded trainee teachers the initial teacher training provider has the responsibility to carry out the necessary checks and provide written confirmation to the school that all pre-appointment checks have been carried out and the trainee has been judged by the provider to be suitable to work with children. **Para 279**

Visitors **Para 281-286**

- Headteacher will use their professional judgment about the need to escort or supervise such visitors **Para 283**
- will not request DBS checks for visitors such as children's relatives or other visitors attending a sports day **Para 282**
- visitors who are there in a professional capacity school will check ID and be assured that the visitor has had the appropriate DBS check **Para 284**
- Appropriate arrangements for individuals from external organisations that provide information, resources and speakers include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required **Para 285-286**

Volunteers **Para 287-289**

- School recognises the role volunteers can play and that children often see volunteers as being safe and trustworthy adults **Para 287**
- under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity **Para 288**
- a written risk assessment will be undertaken and used to help decide what checks, if any, are required. **Para 288-289**
The risk assessment should consider will be recorded and include:
 - the nature of the work with children, especially if it will constitute regulated activity, including the level of supervision (**see paragraphs 292-293 about supervision**);
 - what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers
 - whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability;
 - whether the role is eligible for a DBS check and if it is, what level is appropriate.
- school will obtain an **enhanced DBS check** (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children **Para 290-292**
- school will determine **supervision** based on whether:
 - a volunteer is considered to be supervised. have regard to the statutory guidance issued by the Secretary of State (see Annex F)
 - the supervision must be by a person who is in regulated activity relating to children and reasonable in all the circumstances to ensure the protection of children. **Para 292-293**
- **existing volunteers** engaging in regulated activity do not have to be re-checked if they have already had a DBS check unless the school has any concerns **Para 294**

Maintained school governors **Para 295-298**

- all governors are required to have an enhanced DBS check **Para 295**
- governors do not need a children's barred list check unless, in addition to their governance duties, they also engage in regulated activity **Para 296**
- the school chooses to record this information on SCR **Para 255 and 297**

| |
|--|
| <ul style="list-style-type: none"> - there is no requirement for associate members to undergo an enhanced DBS checks unless they also engage in regulated activity at their school. Para 295 |
| <p>Alternative provision Para 309-310</p> <ul style="list-style-type: none"> - the school continues to be responsible for the safeguarding of any pupil placed in an alternative provider and be satisfied that the provider meets the needs of the pupil Para 309 - obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. Para 210 |
| <p>Adults who supervise children on work experience Para 311-316</p> <ul style="list-style-type: none"> - the placement provider is expected to have policies and procedures in place to protect children from harm Para 311 - children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school will consider: <ul style="list-style-type: none"> - the specific circumstances of the work experience - the nature of supervision - the frequency of the activity being supervised, to determine what, if any, checks are necessary – will it count as regulated activity Para 312 - whether the person providing the teaching/training/instruction/supervision to the child on work experience will be unsupervised themselves; and providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight). Para 313-314 - is not able to request that an employer obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience Para 315 - if a child is doing work experience in a school or college, the school should check with a DBS enhanced check is requested for the child in question, provided the child is aged 16 or over. Para 316 |
| <p>Children staying with host families (homestay) Para 317-318</p> <p>Statement that</p> <ul style="list-style-type: none"> - the school may make arrangements for children receiving education at their institution to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. <i>For example, as part of a foreign exchange visit or sports tour, often described as 'homestay' arrangements (see Annex D).</i> - in some circumstances the arrangement where children stay with UK families could amount to "private fostering" under the Children Act 1989. |
| <p>Private fostering - LA notification when identified Para 319-322</p> <ul style="list-style-type: none"> - private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. That this arrangement is continue for more than 28 days. - where private fostering arrangements come to the attention of the school (and the school is not involved in the arrangements), the local authority will be informed so it can check the arrangement is suitable and safe for the child. |
| <p>Section iv How to ensure the ongoing safeguarding of children and the legal reporting duties on employers</p> |
| <p>Ongoing vigilance Para 323-326</p> <ul style="list-style-type: none"> - safeguarding vigilance continues beyond the recruitment process and - safeguarding is not limited to recruitment procedures - governing body and all staff are committed to the safety and welfare of children and this is embedded in all the school's processes and procedures and enshrined in its ethos. Para 323 and 324 and link to Parts 1 2 - governing body ensures the processes are in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Para 325 - to support this, leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children. This can assist leaders to support staff, where there is a need, and help them manage children's safety and welfare, potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care. Para 326 |
| <p>Existing staff Para 327-328</p> <p>There are circumstances where the school will need to carry out new checks on existing staff. These are when:</p> |

- an individual working at the school or college moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity must be carried out;
- there has been a break in service of 12 weeks or more; or
- there are concerns about an individual's suitability to work with children.

Duty to refer to the Disclosure and Barring Service [Para 329-332](#)

- There is a legal requirement for the school to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left, and they believe the individual has:
 - engaged in relevant conduct in relation to children and/or adults,
 - satisfied the harm test in relation to children and/or vulnerable adults; or
 - been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. [Para 328](#)
- The DBS will consider whether to bar the person [Para 330](#)
- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information. [Para 331](#)
- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance. [Para 332](#)

Duty to consider referral to the Teaching Regulation Agency [Para 333-334](#)

- If school/Haringey as employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will be given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.
- The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Appendix 4: Allegations of Abuse made against Staff

ALLEGATIONS & THE L.A. DESIGNATED OFFICERS (LADOs)

- All Local Authorities have a statutory role of Local Authority Designated Officer (LADO) / Designated Officer or team of officers.
- The LADO Team is responsible for coordinating the response to concerns that any person aged 16+ who works with children may have caused them harm.

Report concerns about a professional working in Haringey:

Phone: 020 8489 2968

Email: [lodo@haringey.gov.uk](mailto:lado@haringey.gov.uk)

Professional responsibilities

Bounds Green Federated School is committed to:

- Inform children & their families how they can raise concerns when a Person in a Position of Trust has harmed a child
- Let staff know that they have a statutory duty to raise concerns if they suspect a child has been harmed by someone in a position of trust or has not declared a relevant concern in their personal life
- Have clear Allegations procedures and a senior appointed person responsible for managing allegations against staff & volunteers in setting
- Make LADO referrals within 24h of being notified of concerns.

What's an allegation?

An allegation refers to where any member of staff or volunteer is suspected of / reported to have behaved in a way that has or may have harmed a child; has or may have committed a criminal offence against or related to a child; behaved towards a child or children in a way that indicates that they may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children. Note the LADO thresholds relate to simple harm (not significant harm).

Most allegations against staff or volunteers relate to their behaviour in the workplace towards children & young people. However, some allegations may relate to **concerns in professionals' personal life** as these may have bearing on professionals' suitability to work with children or may indicate a transferable risk. Concerns in personal life include but are not limited to:

- Concerns raised about the wellbeing of their own children
- Accusations of perpetration of domestic abuse, coercion and control
- Violent / sexual offences against adults
- Drug / weapons offences

Staff must report any such concerns arising in their personal lives without delay to the Headteacher, so that a risk assessment can be undertaken, and concerns can be discussed with LADO.

REPORTING CONCERNS IN SCHOOL

- It is a statutory duty to refer to LADO if you believe a person in a position of trust may have harmed a child, or that any of the below thresholds are met.
- Allegations procedures must be applied to all staff or volunteer (aged 16+) working on behalf of the school, including volunteers, governors, contractors, agency and third-party staff, including supply staff, visitors and contractors.
- All allegations within schools must be referred to the Headteacher / Principal in the first instance and without delay.
- In the event of allegations of abuse being made against the Headteacher/principal, allegations should be reported to the chair of governors/chair of the management committee/proprietor of an independent school who will case manage the allegation. If in doubt, any member of staff can discuss their concerns with the LADO.

The role of the Headteacher / Allegations caseholder

The Headteacher must consult the Local Authority Designated Officer (LADO) within 24 hours of school becoming aware / being notified of a concern, to agree further action to be taken in respect of the child and staff member and to determine whether the concern meets LADO thresholds (above).

The London Child Protection Procedures clarifies that the **LADO should always be consulted to determine whether a concern meets threshold** – i.e., whether it should be treated as an allegation or a concern.

Although information should be gathered by the case manager / Headteacher in order to make a LADO referral, care must be taken not to investigate prior to LADO ensuring that Police do not intend to investigate the case.

A discussion about whether any safeguards need to be put in place during the course of the LADO process can be discussed at point of referral.

The member of staff against whom the allegation is made should be notified that an allegation has been made unless it would place another at an increased risk of harm. The detail of the allegation and the source of the allegation should not be disclosed without LADO and police agreement.

The child and their parents/carers should be informed about the concern and support should be provided.

LADO will support the caseholder (usually the Headteacher or Principal) throughout the LADO case.

LADO Thresholds

One or more thresholds may apply:

- **HARM Threshold**
Behaved in a way that has, or may have, harmed a child (under 18s)
- **CRIMINAL Threshold**
Possibly committed a criminal offence against or in relation to a child (under 18s)
- **RISK / TRANSFERABLE RISK Threshold**
Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- **SUITABILITY Threshold**
Behaved in a way that indicates that they might be unsuitable to work with children

Statutory process

- As the LADO fulfils a statutory process under Civil Law, the burden of proof is 'On Balance of Probabilities'. This differs from Criminal Law's 'beyond a reasonable doubt'.
- In some cases, the police process will work alongside the LADO process. Where a police investigation is likely to be ongoing, a LADO outcome can be agreed by the professional network provided there is sufficient information to agree a LADO outcome on the balance of probabilities.
- Regardless of whether police progress in a case does not impact continuance via LADO.
- Disciplinary action may need to be put on hold pending LADO outcome.

REFERRAL TO LADO

If LADO thresholds are / may be met, LADO must be notified, and a LADO referral completed. If concerns fall below the thresholds, LADO will offer a consultation.

Confidentiality

Allegations should always be reported directly to the named Senior individual responsible for managing allegations in setting.

Allegations should remain highly confidential as they can have significant repercussions on career and reputation.

Managing risk pending outcome

Employers must consider how to keep both staff and children safe pending the outcomes of any investigations.

Options can involve one or several of the following: risk assessment; moving to another site in the same role; remain in post with supervision in the presence of children; and/or withdrawing from current role.

Some allegations will be so serious that they require immediate suspension (with pay) pending LADO / police outcome. Suspension should be used as a last resort.

LADO may give a view on suspension, but this decision lies with the Employer.

LADO PROCESS

Once a LADO referral is received, LADO will refer to the Child Abuse Investigation Team (CAIT) police if there is any possibility of a criminal offence relating to or against children.

Children, young people, and their families should be notified of concerns in a sensitive manner, and offered appropriate support. They should be advised about the referral to LADO and whether police have been notified.

Employers/supervisory authorities should advise individuals that an allegation has been made against them and that it has been referred to LADO, as per statutory requirements. The details of the allegation and who made the allegation will not usually be shared at this time.

This can provoke anxiety and can be stressful; employers should exercise their duty of care to support workers appropriately, and appoint a support person for the worker, provide details of Employee assistance programme and advise to contact unions.

All parties are asked to refrain from discussing the allegation pending a LADO / Police outcome as this could represent a criminal offence.

ASV Meetings

An Allegations Against Staff & Volunteers (ASV) meeting will be scheduled to share information and concerns and agree a fair and proportionate way forward.

ASV meetings are usually attended by the Employer/supervisory authority, the LADO, the child abuse investigation team at Police. Other relevant professionals in the network can be included.

The individual of concern is not invited to this meeting, and nor is the child / family who was harmed.

Investigation

An investigator will be appointed following the first Allegations Against Staff & Volunteers (ASV) meeting.

If police are involved, this will be a police investigation team DC.

Otherwise, the Employer/supervisory authority will appoint an investigative officer.

In some circumstances, an external investigator may be appointed.

LADO Outcomes

Following investigation, the LADO and other professionals will agree a LADO outcome for each allegation made:

- Substantiated – On balance of probabilities, there is evidence to suggest that the allegation is true.
- Unsubstantiated – On balance, there is insufficient evidence to prove or disprove the allegation; does not imply guilt or innocence.
- False – On balance, there is evidence to disprove.
- Unfounded – On balance, there is no evidence or proper basis which supports the referral.
- Malicious – On balance, there is evidence to suggest a deliberate act to deceive and the allegation is false.

NEXT STEPS

DBS Barring Referral

Employers are legally required to make a DBS barring referral if the allegation is substantiated/if individual is removed from regulated activity/where they would likely have been dismissed had they not first left/resigned.

<https://www.gov.uk/guidance/barring-referrals>

Regulatory referrals

Regulated professionals must be referred to their regulator following a substantiated outcome, or any conduct which violates their professional standards.

Disciplinary action

Following the conclusion of LADO / Police action, Employers/supervisory authorities can proceed to disciplinary action, if required.

Guidance & statutory basis for these procedures:

- [Haringey LADO Procedures](#)
- [London Child Protection Procedures](#) §7
- [Working Together to Safeguard Children](#) 2018 §2.4
- [Keeping Children Safe in Education](#) 2020 §4

Section one: Allegations that may meet the harms threshold

- This guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:
 - behaved in a way that has harmed a child, or may have harmed a child and/or;
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children. **Para 338**

*Note: The last bullet point above includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk. **Para 339***

- An appropriate assessment of transferable risk to children with whom the person works will be undertaken and advice sought from the local authority designated officer (LADO). **Para 340**
- Statement about who to report allegations too. EG: the headteacher, if it concerns a member of staff or if the allegation concerns the headteacher, the report should be made to the Chair of Governors. **Para 341**
- A “case manager” will lead any investigation. This will be either the headteacher, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee. **Para 341**
- The approach follows the following aspects:
 - The initial response to an allegation **Para 342-350**
 - No further action **Para 351**
 - Further enquiries **Para 352-355**
 - Supply teachers and all contracted staff **Para 355-359**
 - Governors **Para 360**
 - Suspension **Para 361-368**
 - Supporting those involved - Duty of care **Para 369-271**
 - Confidentiality and Information sharing **Para 372-380**
 - Allegation outcomes [Substantiated Malicious False Unsubstantiated or Unfounded] **Para 381-385**
 - Following a criminal investigation or a prosecution **Para 386-387**
 - Unsubstantiated, unfounded, false or malicious allegations **Para 388-389**
 - Returning to work **Para 390**
 - Managing the situation and exit arrangements Resignations and ‘settlement agreements’ **Para 390-396**
 - Record keeping **Para 397-400**
 - References **Para 401**
 - Learning lessons **Para 402-403**
 - Non recent allegations **Para 404**

Section Two: Concerns that do not meet the harm threshold

- this covers process to manage and record any such concerns and take appropriate action to safeguard children for dealing with concerns (including allegations) which do not meet the harm threshold set out in section 1
- concerns may arise in several ways and from a number of sources. For example: 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. **Para 406**
 - Low level concerns **Para 407-408**
 - What is a low level concern? **Para 409-412**
 - Staff code of conduct and safeguarding policies **Para 413-415**

- Sharing low-level concerns [Para 416-418](#)
- Recording low-level concerns [Para 419-422](#)
- References [Para 423](#)
- Responding to low-level concerns [Para 424-427](#)

Please note that the London Child Protection Procedures clarifies that the **LADO should be consulted to determine whether a concern meets threshold** – i.e., whether it should be treated as an allegation or a concern.

Appendix 5: Sources of Support and Advice

The following links are sources of further advice and support for school staff, volunteers, governors and parents/carers. Additional links can be found throughout KCSIE 2021, and in Annexes B (specific issues) and D (online safety).

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- DfE: [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE: The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number: [Report child abuse to a local council - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- NSPCC: [Safeguarding children and child protection | NSPCC Learning](http://www.nspcc.org.uk)

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Personal, social and health education and Relationships and sex education

- DfE: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE: [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE: [Engaging parents with relationships education policy - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- PSHE Association: [Home | www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Covid and remote learning

- DfE safeguarding and remote learning is available: [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- The Education People: [Safer Remote Learning during COVID-19: Information for School Leaders and DSLs | The Education People](http://www.educationpeople.org.uk)
- DfE: [Education recovery support - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Honour Based Abuse and FGM

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Serious violence, gangs, county lines child exploitation

- Home Office: [Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)
- DfE: [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)
- Home Office: [Serious Violence Strategy - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/publications/serious-violence-strategy)

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- PHSE Rsie above resources and lesson plans: [Mental wellbeing | Overview | PHE School Zone](#)
- DfE: [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools)

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: [Social media and online safety | NSPCC Learning](#)
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- UK Council for Internet Safety (UKCIS) 'Education for a Connected World Framework' [Education for a Connected World - GOV.UK \(www.gov.uk\)](#)
- DfE 'Teaching online safety in school' guidance. [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/publications/teaching-online-safety-in-schools)
- UK Council for Internet Safety (UKCIS): [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Appendix 6: Policy Guidance on Genital Mutilation

Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK. The **FGM mandatory reporting duty is a legal duty** provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they believe FGM has been carried out.

FGM is a form of child abuse and violence against women and girls, and is therefore part of child protection. Professionals have a responsibility to ensure that families know that FGM is illegal, and should ensure that families know that the authorities are actively tackling the issue. This knowledge alone may deter families from having FGM performed on their children, and save girls and women from harm.

UK legislation - FGM is illegal in the UK.

In England the practice is illegal under the Female Genital Mutilation Act 2003. It is also an offence to assist a girl or woman to mutilate her own genitalia. It is an offence for anyone to perform FGM in the UK or to assist a girl to perform FGM on herself in the UK. Provided that the mutilation takes place in the UK, the nationality or residence status of the victim is irrelevant.

There are four types of FGM

1. Clitoridectomy – partial or total removal of the clitoris
2. Excision – partial or total removal of the clitoris and the labia minora, with or without the excision of the labia majora
3. Infibulation – narrowing of the vaginal opening
4. All other harmful non-medical procedures to female genitalia.

The practice is normally carried out on girls between the ages of 4 and 13, although the majority of cases are thought to take place between the ages of 5 and 8. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM

Professionals should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. There remains a duty for all professionals to act to safeguard girls at risk.

Indications that a child is at risk of FGM or that FGM may be about to take place soon:

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at 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 and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- Parents state that they or a relative will take the child out of the country for a prolonged period.

Indications that FGM may have already taken place

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary or menstrual problems.
- There may be prolonged or repeated absences from school.
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.

It is important that professionals look out for signs that FGM has already taken place so

That the girl affected can be offered help to deal with the consequences of FGM, enquiries can be made about other female family members who may need to be safeguarded from harm, and that criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

Reasons given for practising FGM:

- It brings status and respect to the girl.
- It preserves a girl's virginity/chastity.
- It is a rite of passage.
- It gives a girl social acceptance, especially for marriage.
- It upholds the family honour.
- It gives the girl and her family a sense of belonging to the community.
- It fulfils a religious requirement believed to exist.
- It perpetuates a custom/tradition.
- It helps girls and women to be clean and hygienic.

IF YOU SUSPECT THAT A CHILD MIGHT BE AT RISK OF FGM OR SUSPECT THAT THEY HAVE ALREADY UNDERGONE FGM, REPORT IT TO THE ONE OF THE DCPOs ASAP, THEN USE THE STANDARD REPORTING FORM (SEE APPENDIX 5)

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they believe FGM has been carried out.

SHOULD YOU SUSPECT/BELIEVE THAT A CHILD HAS ALREADY UNDERGONE FGM, IT IS YOUR RESPONSIBILITY TO ENSURE THIS HAS BEEN REPORTED TO THE POLICE!

IT IS NOT ENOUGH FOR YOU TO HAVE JUST PASSED THIS ON TO THE DCPO. YOU NEED TO ENSURE THAT YOU CHECK/ENSURE THAT THEY HAVE REPORTED IT TO THE POLICE WITHIN 48 HOURS OF PASSING ON THE INFORMATION!

Appendix 7: Policy Guidance on Child Sexual Exploitation (CSE)

This policy guidance has been developed in response to growing concerns about the scale of sexual exploitation and

the recognition that any child might be targeted for grooming and exploitation.

Policy Guidance Aims:

The aims of this policy guidance are to:

- demonstrate Bounds Green School's commitment to safeguarding and promoting the welfare of pupils
- raise awareness about sexual exploitation and grooming
- help staff to identify warning signs and vulnerable children
- explain the school's procedures to be followed if sexual exploitation and grooming are suspected
- stress the importance of multi-agency cooperation.

Application:

This policy guidance should be followed by all staff, volunteers and governors.

Definitions:

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity.

CSE can happen to both genders. Boys and young men are just as likely to be targeted as victims of CSE by perpetrators. However they may be less likely to disclose offences or seek support, often due to stigma, prejudice or embarrassment or the fear that they will not be believed. They may see themselves as able to protect themselves but in cases of CSE physical stature is irrelevant due to the coercion and manipulation used.

Despite media focus, the majority of victims are not 'looked after' children.

It is estimated that only 20 – 25% of victims are 'looked after'. Children and young people living at home can be just as vulnerable, if not more vulnerable as they may not be known to social services and therefore are less likely to be identified as at risk of CSE.

Young people, both boys and girls, are groomed and sexually exploited in many different forms. This could be online, through street gangs, in religious environments, and by those in positions of authority including celebrity. The common theme in all cases is the imbalance of power and the control exerted on young people.

Victims may appear to be willing accomplices however this should be seen in the context of the controls exerted by the perpetrator and the submission of the victim to them.

Evidence shows that CSE can and does happen in all parts of our country.

Sexual exploitation is a form of abuse whereby children are deliberately persuaded to enter into situations where they receive something (for example, gifts, money, food, accommodation) in exchange for sexual activity. Most victims are female, though there is thought to be considerable under-reporting by male victims, who may be confused about their sexuality and be unwilling to draw attention to themselves. Most perpetrators are male, though women may also be involved. Children may be exploited by an individual, several individuals working as an organised group, or by a gang. Grooming is the process of 'preparing' a boy or girl for a sexual purpose. Grooming is often slow and subtle, continuing for several weeks or months and lulling the child into a false sense of security. It always involves manipulation and deceit.

Two types of grooming are recognised: street grooming which occurs in the community, and online grooming using technology including the internet and mobile phones.

(Note: references to children, young people or pupils mean all individuals under the age of 18. References to parents mean parents, carers and others with parental responsibility.)

The complexity and challenge of sexual exploitation and grooming:

It can be difficult to identify children and young people who are at risk of sexual exploitation. The grooming process draws children in to what they initially perceive as a new and caring relationship with an exciting older boyfriend or girlfriend. Attempts to explain the risks to the child may be met with derision and hostility. By the time the child realises the reality of the 'relationship' they may have been seriously sexually and physically abused, threatened with the distribution of indecent photographs or videos of their abuse and warned that they will put themselves or their family in danger if they speak out. Unsurprisingly, the child will be reticent to disclose their abuse, particularly to people in positions of authority such as teachers, social workers or police officers. The child may find it impossible, for a number

of reasons, to speak to their parent and their abusers will have sought to isolate them from their family and friends. Some children may have developed drug or alcohol addictions and rely on their abusers for supply.

A fundamental learning point to emerge from cases of sexual exploitation is that many children who try to disclose their abuse are not believed, or value judgements are made by professionals about the young person, suggesting they are 'willing partners' in a lifestyle they have 'chosen'. Remarkably, some young people's concerns and disclosures have been dismissed as groundless because of their challenging behaviour, involvement in crime or history of going missing from home, school or care.

As a school we have a responsibility to do all we can to raise awareness of sexual exploitation and grooming and to identify and support any pupil who is at risk of abuse.

School Action:

School staff are the only professionals in daily direct contact with children and we play an important role in keeping pupils safe and supporting them when things go wrong. To help keep our pupils safe from sexual exploitation and grooming we will:

- Promote healthy and safe relationships
- Raise pupils' awareness of sexual exploitation and grooming at an age appropriate level
- Raise staff awareness of sexual exploitation and grooming
- Help parents to understand the issues
- Contribute to multi-agency safeguarding and child protection arrangements

Sexually active young people:

In law, a child is a person under the age of 18. Not all sexual activity involving a child is criminal, nor is it always abusive. The law is very clear on certain aspects of sexual activity, but schools and other agencies are expected to use professional judgment to determine whether a concern about sexual activity involving a child over the age of 13 is exploitative or abusive and should be referred to children's social care or the police.

The age of consent:

The age of consent to sexual activity throughout the UK is 16. The age of consent to homosexual activity has gradually been reduced from 21 to 18 and is now 16. Heterosexual, gay, lesbian or bisexual children are all able to consent once they reach 16. Children of this age, although above the age of consent, may be victims of sexual exploitation, sexual abuse or rape.

Sexual activity involving a child under 13 is always a criminal offence and school will always refer such concerns to children's social care.

School staff should report any concern about under-age sexual activity to the DSL, who will decide on the most appropriate course of action. The school will follow the DSCB guidance on dealing with under-age sexual activity. School staff who are approached by a pupil wishing to discuss sexual matters must make it clear to the pupil that they cannot guarantee confidentiality but will act in the child's best interests.

Warning Signs or Potential Indicators

- Going missing for periods of time
- Returning home late
- Disengagement from education
- Appearing with new possessions/unexpected gifts (eg. Jewellery, phones, money without plausible explanation)
- Sexual health issues (eg inappropriate sexual behavior)
- Changes in mood / temperament
- Over familiarity with strangers

Procedures to be followed when sexual exploitation or grooming are known or suspected:

Early identification of risk is known to be a crucial factor in reducing harm so the vigilance of school staff is critically important. Staff should not attempt to manage concerns about sexual exploitation or grooming in isolation. The DCPO must always be informed and school leadership will enlist the advice and support of children's social care and the police as appropriate.

Appendix 8: Policy Guidance on 'Preventing Radicalisation'

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At Bounds Green School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety.

The Governing Body has a **zero tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

Definitions

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Aims and Principles

The main aims of this policy guidance are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- Pupils are encouraged to adopt and live out our Core Values. These
- complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social and emotional aspects of learning) assemblies and through the elected School Council members

- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience are promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

Roles and Responsibilities

Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation. The governing body has a nominated person who will liaise with the headteacher and other staff about issues to do with protecting children from radicalisation.

Role of the Headteacher

It is the role of the headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences through a curriculum which promotes respect, tolerance and diversity and prepares them for life in the 21st century.

The curriculum has been designed in line with the Primary National Curriculum requirements and objectives. The RE, PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

Our PSHE curriculum has been developed to support the needs of our pupils and school community. We seek to provide a learning environment which allows pupils to express and explore ideas, think for themselves and debate in an inclusive environment where they feel secure- while promoting the acceptance and appreciation of difference; seeking out commonalities, shared histories and experiences; and 'ties that bind us together'- thus developing resilience in both the pupils and the wider school community. Children are encouraged ask questions and recognise that they are entitled to have their own different beliefs which should not be used to influence others. We understand

that the positive relationship between pupils, staff and their peers is a powerful tool in the prevention of radicalisation and our work in PSHE is used to build this.

Humanities

At Bounds Green, we think it very important that our pupils develop a strong set of ethical beliefs, values and principles, and that they question and understand what it means to grow up in British society. Through a rich and challenging humanities curriculum, and through a focus on key events in Britain, we invite pupils to reflect upon their role in a diverse, multicultural and multi faith society. In History pupils are taught British History Curriculum chronologically as well as aspects of Ancient and World History giving them balanced knowledge about national and world histories.

Bounds Green is enriched by the diverse faiths of our school community; we teach an inclusive and all-embracing Religious Education curriculum, enhanced by visits to places of worship and visitors to the school, that teaches pupils about the beliefs and practices of all major religious groups, and indeed the shared values that religion can promote in synchrony with core British values

Assemblies and School Council

At Bounds Green we plan a vibrant, engaging assembly programme bringing the whole school community together; through this programme we promote spiritual, cultural and moral development. We reflect on values and concerns of the school community and the community it serves. We endeavour to deepen and widen children's' emotional wellbeing. Our programme also enables children to gain insight into ways in which people express themselves within their faith commitments and to be sensitive to those with different ways of responding

As a school that serves a richly diverse community, we take on our responsibility to promote community cohesion, generate a respect for difference and individual rights seriously.

We inculcate a deeply embedded appreciation of the values of fairness and democracy not only through our humanities curriculum but also through our use of a 'mandated' model of a school council, in which children seeking to be elected as class representatives participate in hustings and voting processes. Our School Council represents the views of all our pupils.

Behaviour Policy & Code of Conduct

We have a clearly communicated and consistently applied behaviour policy. A Code of Conduct is regularly referred to and communicated with children, reiterating that we are a school community built on mutual respect and understanding, adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The school takes the opportunity to revisit key points with pupils through National E-Safety Day each year.

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

The Internet & E-Safety Policy provides guidance on Internet usage in the Section '**Safe access to the Internet at school**'. Pupils and staff are asked to sign the Policy annually to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2015)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Headteacher or Deputy Headteacher.

'No platform for extremists'

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views

- advocating violence towards others

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the headteacher will make a referral to the appropriate body.

Appendix 9: Policy Guidance on Private Fostering

Definitions

A private fostering arrangement is essentially an arrangement between families / households, without the involvement of a local authority, for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative (close relatives are parents, step-parents, siblings, siblings of a parent and grandparents) for 28 days or more. This could be an arrangement by mutual agreement between parents and the carers or a situation where a child has left home against their parent's wishes and is living with a friend and the friend's family.

The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Context

Privately fostered children are a diverse, and sometimes vulnerable, group. Groups of privately fostered children include:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Asylum seeking and refugee children;
- Teenagers who, having broken ties with their parents, are staying in short term arrangements with friends or other non-relatives;
- Children of prisoners placed with distant relatives;
- Language students living with host families;
- Trafficked children

Private foster carers and those with parental responsibility are required to notify a LA children's social care of their intention to privately foster or to have a child privately fostered or where a child has been privately fostered in an emergency.

There will be circumstances in which a privately fostered child experiences physical, sexual or emotional abuse and / or neglect to such a degree that it constitutes significant harm. See responding to concerns standard Procedure.

Guidance

Teachers and other staff working with children should make a referral to LA children's social care and the police if:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority; or
- They have doubts about whether a child's carers are actually their parents, and there is any evidence to support these doubts (including concerns about the child/ren's welfare (see also Safeguarding Trafficked and Exploited Children Procedure).

It is likely that LA children's social care will not have been notified of most private fostering arrangements.

When LA children's social care become aware of a privately fostered child, they must assess the suitability of the arrangement. They must make regular visits to the child and the private foster carer.

Private fostering can place a child in a vulnerable position because checks as to the safety of the placement will not have been carried out if the local authority is not advised in advance of a proposed placement. The carer may not provide the child with the protection that an ordinary parent might provide. In many cases, the child is also looked after away from a familiar environment in terms of region or country.”

PLEASE SEE FLOW CHART BELOW:

Private Fostering - Schools

What is Private Fostering?

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

Who is a Private Foster Carer?

A child may be privately fostered if s/he does not live with a:

- Parent or legal guardian
- Grandparent
- Brother or sister
- Aunt or uncle
- Step-parent (who is married or in a civil partnership with their biological parent.)

Some Common Examples of Private Fostering:

- A teenager who isn't getting on with their parents so goes to live with a friend's family.
- Parents who pay someone to care for their children while they are away working or studying.
- Children who are sent from abroad to live with other families in the UK.
- Children who are placed with a family friend or relative as a result of parental separation, divorce, arguments at home or a parent being hospitalised.

If you think that a child may be privately fostered or is about to enter into a private fostering arrangement, then you must follow this process:

Make your Safeguarding Lead and Head Teacher aware of the situation

- A referral then needs to be made to the MASH team 020 8489 4470 / mashreferral@harineev.acs

MASH team will refer onto appropriate agency who will then gather information to determine whether child is privately fostered

If the child is privately fostered then the case will be allocated to a Social Worker who will assess, visit and support the child, parents and private foster carer.

Need more help?

If you have any questions or want to discuss a situation then please contact MASH Team (See numbers on right) or **Private Fostering: 0800 634 0480**

Appendix 10: Bounds Green Safeguarding Report/Record Templates

NB.

Safeguarding concerns are logged on an online service 'My Concern' (<https://www.myconcern.co.uk/>). This system is secure network and links with the school's information database. All members of staff are able to log concerns for an individual (Including body maps). All DSL's have a higher level of access and will manage the concerns and follow up actions (inc; referrals, information sharing with professionals and monitoring).

The following templates are still attached as appendices for staff to use for contemporaneous hand written notes if required and will be scanned & uploaded to MyConcern.



SAFEGUARDING CHILDREN – CAUSE FOR CONCERN

If you have concerns about a child, complete this form and discuss the concerns with the Designated Safeguarding Lead (DSL) soon as possible (within one working day)

If you are concerned about an injury e.g. a bruise, use a body map to identify the position and be specific about the size, and colour of the bruise on the body.

If a child has made a disclosure, do not promise to keep it a secret. Tell the Designated Safeguarding Lead (DSL) immediately and write down everything the child has told you.

N.B. At all stages confidentiality is crucial.

| | |
|--|-----------------------|
| Child's Name: | Date of birth: |
| Nature of Concern / Incident: (Please give <u>full details</u> of the nature of the concern, ensuring that you record <u>dates</u> , <u>times</u> , <u>frequencies</u> , as appropriate and any relevant conversations with the child.) | |
| Date concern noted: | |
| Any additional information incl. previous events: | |
| Staff member's name and Role: | |

| | | |
|--|--|-------------------------|
| Date passed on to DSL: | | |
| Initial action taken: (this section might include details of initial enquiries of the child, consultation with the DSL, contact with Safeguarding Advisory Service, any contact with or explanations from mother/ father/carers etc.) | | |
| Date: | Time: | Staff Signature: |
| Date: | Mother/Father/Carers Signature: | |
| Print names | | |

Recommended follow up action:

Date and time of notification of DSL

Name and signature of DSL

Date of report.....

****This report to be filed separate from the child's learning and development records by the DSL.***

CHILD PROTECTION LOG – CONCERNS/ACTIONS/NOTES

Child's Details:

| Date/Time incident or disclosure/ | Concerns/Details of what happened/ disclosure of allegations | Action taken |
|--|---|---------------------|
| | | |



Skin map – used by non-medical staff to assist you in reporting your concerns.
Please highlight:

Front view

Back view

| Left | Right |
|------|-------|
| | |

Action: To be completed by the designated person for child protection

THIS IS A DOUBLE-SIDED SHEET

Any discussion to be recorded separately on a note of discussion sheet.



CHILD PROTECTION LOG – MINUTES OF CPC/CGM/CIN/OTHER MEETING

Child's Details:

Meeting:

Present:



Child Protection Action / Chronology

Name:

DOB: / /

| Date | Events | Action/Outcome/Other |
|------|--------|----------------------|
| | | |
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| | | |
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| | | |



CHILD PROTECTION REPORT TO INFORM CGM/CIN MEETING/RCPC

Name of Child:

DOB:

School Report for:

SCHOOL INFORMATION

Attendance/Punctuality

Academic Attainment Profile

Consider the child's level of attainment within the National Curriculum framework. If appropriate, compare against previous measurements. Please specify whether this is above or below the expected level. Identify any external factors that may in your professional opinion influence the child's present level of attainment; Consider attitudes to learning, any variability, concentration, confidence, etc.

Additional Support in School

Outline what, if any, additional support the child is receiving at the present time. Identify the agency or agencies involved in the provision in question, if the support is from an external agency such as YOS, CAMHS, Speech & Language Therapy etc

| |
|--|
| |
|--|

Physical and Emotional Wellbeing

Comment on child's physical appearance and presentation – does the child arrive for school appropriately dressed and prepared for the school day? Does the child comment on hunger or other possible indicators of neglect? Also comment on the child's ability to form appropriate relationships with peers, teachers and other members of the school community. Where appropriate comment on the child's behaviour within the school environment. Again, where appropriate, comment on any external factors that you are aware of that may impact upon the child's physical and emotional wellbeing, including any known activities.

| |
|--|
| |
|--|

School's Relationship with parent

Comment on parental communication with school including attendance at functions such as parents' evenings, annual reviews and individual education plan meetings. Comment, being as specific and as fact based as possible, on the impact of the parent(s) relationship with the school upon the child's wellbeing and welfare. Comment on any external factors you may be aware of that may be impacting upon the expected productive and mutually supportive home/school relationship.

| |
|--|
| |
|--|

Does the child attend any after school provision or clubs? Y/N
If yes please state what/where:

| |
|--|
| Any Supporting Information to inform Initial or Review Child Protection Conference. |
|--|

Eg. Protective & Risk factors, any additional concerns, changes to child's well-being since previous CPC, etc

**Summary Recommendation/View from School's perspective to inform CPC decision/outcome
(only to be completed if no School representative able to attend CPC)**

_____ Date: _____