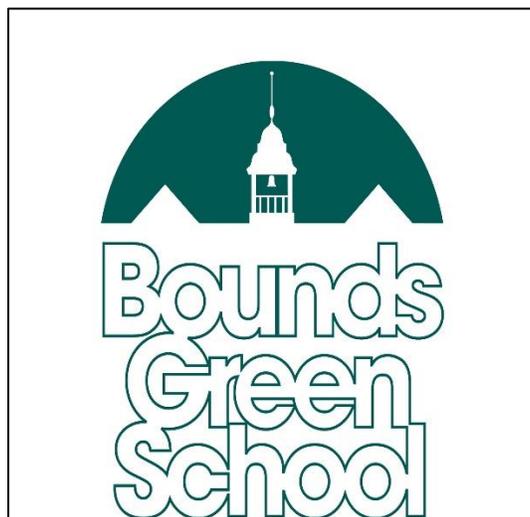


Bounds Green School



Safeguarding & Child Protection Policy

Staff Lead	WW
Governor Responsible	Aly Cha
Status	Statutory
Policy last Ratified	Autumn 2019
To be Reviewed/Ratified	01/10/2020
Review Period	Annually
Signed	

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

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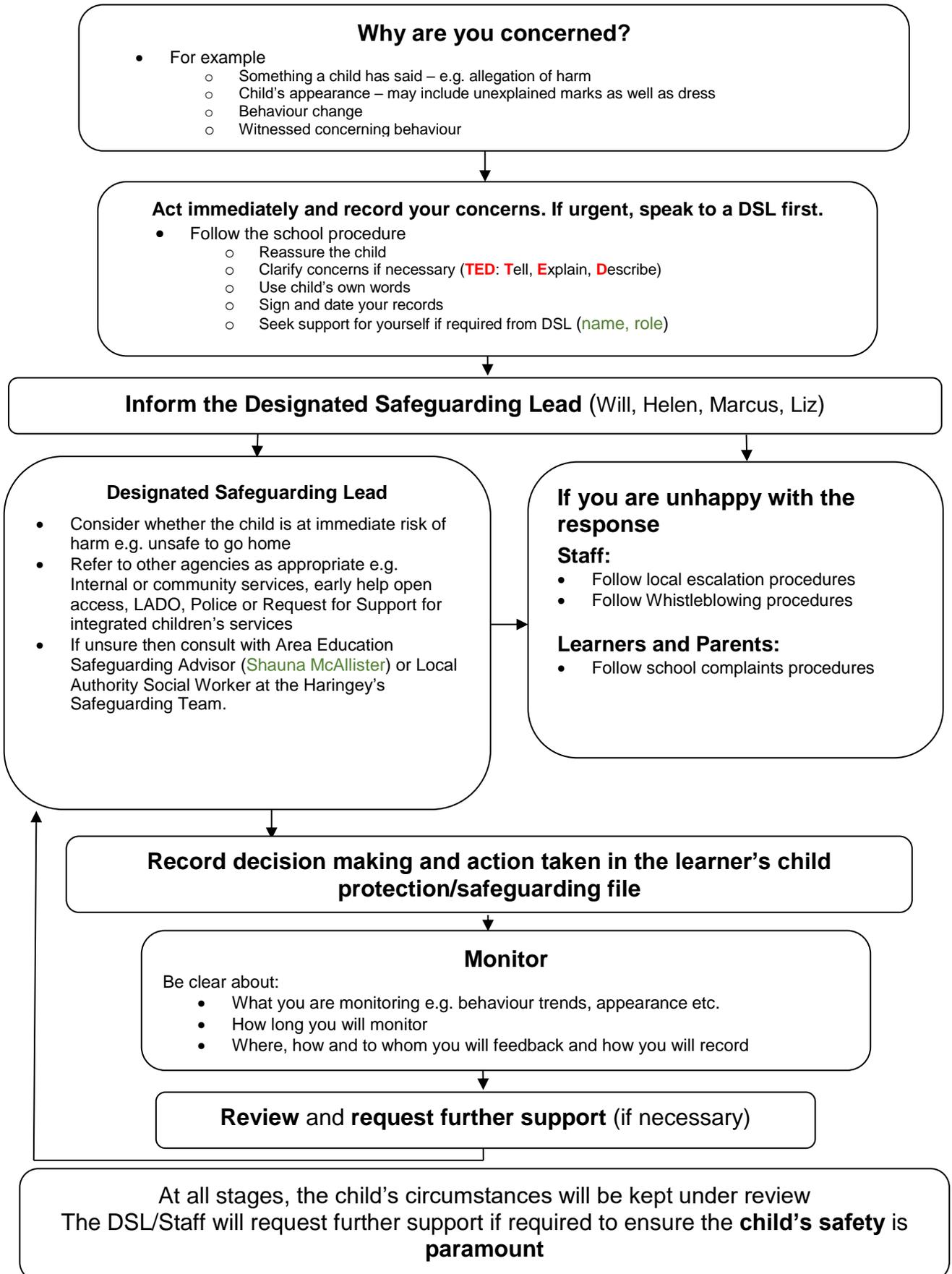
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1. KEY CONTACTS

SCHOOL STAFF		Last Training date
Designated Safeguarding Lead	Will Wawn (HT)	L3 - 15/10/2019
Deputy Designated Safeguarding Leads	Helen Chrysafi-Bartrip (DHT) Marcus Read (AHT) Liz Luka (AHT) Dee Chavda (ASC Manager)	L3 - 10/06/2019 L3 - 10/06/2019 L3 - 10/06/2019 L3 - 05/02/2019
Nominated Safeguarding Governor	Aly Cha	L2 – 02/09/2020
Head Teacher	Will Wawn	
Safer recruitment trained staff and govs	Will Wawn Helen Chrysafi-Bartrip Marcus Read Liz Luka Faye Papini	
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



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' 2020 (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 2020.

Policy Context

- 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 2020 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework' 2019
 - Framework for the Assessment of Children in Need and their Families 2000)
 - Early Years and Foundation Stage Framework 2017 (EYFS)
 - The Education Act 2002
 - Voyeurism (Offences) Act 2019'
 - Teaching online safety in school (DfE, June 2019).
 - Statutory framework of the Early Years Foundation Stage (Apr 2017)
 - A Competency framework for Governance (Jan 2017)
 - London Child Protection Procedures, 5th Edn.(2017) www.londoncp.co.uk
 - Disqualification under the Childcare Act 2006 (Jul 2018)
 - Data Protection Act 2018
 - Information Sharing for safeguarding practitioners (Jul 2018)
 - What to do if you're worried a child is being abused (2015)
 - Children Act 1989
 - Children Act 2004
 - Children and Families Act 2014
- 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.
- The way Bounds Green Federated Schools is currently operating in response to coronavirus (Covid-19) may need to adapt, however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
- We acknowledge that some learners will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

Definition of Safeguarding

- In line with KCSIE 2020, 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.
- 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”

(Also see Annex A within ‘Keeping children safe in education’ 2020)

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
 - Data protection and Information sharing
 - Relationship and Sex Education (RSE)
 - Personal and intimate care
 - Health and safety, including plans for school reopening
 - Attendance
 - Risk assessments (e.g. school trips, use of technology, school re-opening)

- First aid and accidents
- Managing allegations against staff
- Safer recruitment
- Whistleblowing

Policy Compliance, Monitoring and Review

- Bounds Green Federated Schools will review this policy 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.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE. Copies can be found in the School office, staffrooms and on the school website.
- Parents/carers can obtain a copy of the School's Safeguarding & Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website.
- The policy will be reviewed annually by the governing body which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and Deputies will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

4. 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

4.1 **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.

4.2 **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.

4.3 **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.

5. Key Responsibilities

- The governing body have read and will follow KCSIE 2020.
- The school has a nominated governor for safeguarding. The nominated governor will support the DSL 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.
- The governing body and leadership team will ensure that the Designated Safeguarding Lead is supported in their role.

Designated Safeguarding Lead (DSL) & Deputies

- The school has appointed a member of the leadership team as the Designated Safeguarding Lead (DSL). Additionally, the school have appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence (SEE KEY CONTACTS, PAGE 3)
- 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.
- 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 Deputy DSLs
- 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 following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- 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 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 2020 and WTSC 2018
- Ensure that locally established procedures as put in place by the three safeguarding partners (Haringey LA), including referrals, are followed, as necessary.
- Represent, or ensure the school 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.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- 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.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)

Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand their **school** 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.
- 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.
- 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.
- 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, 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:

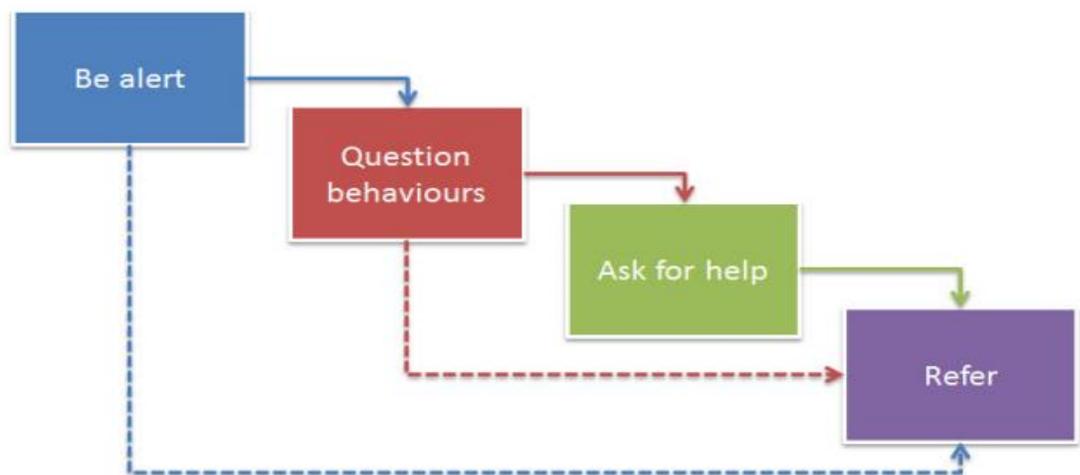
- Understand and adhere the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.

6. 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

- 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 behaviors' 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 the 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.

7. Child Protection Procedures

- Bounds Green Federated Schools recognise that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- 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/>
- All staff are aware of the process for making request 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 recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with Haringey LA guidance which may involve multi-agency decision making.
- 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.
- 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 Safeguarding Team service who are the first point of contact for Integrated Children's Services (ICS).

- In the event of a request for support to the Haringey's Safeguarding Team being necessary, 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 informed 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.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Haringey's Safeguarding Team. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Haringey's Safeguarding Team if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

8. Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the school safeguarding incident/concern form and pass them without delay to the DSL. A body map will be completed if injuries have been observed.

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

- Concern forms are kept in the school office, staffrooms as an appendix to this policy and available from the DSLs
- Records will be completed as soon as possible after the incident/event, using the child's words and will 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.
- 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. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation 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.

9. 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.

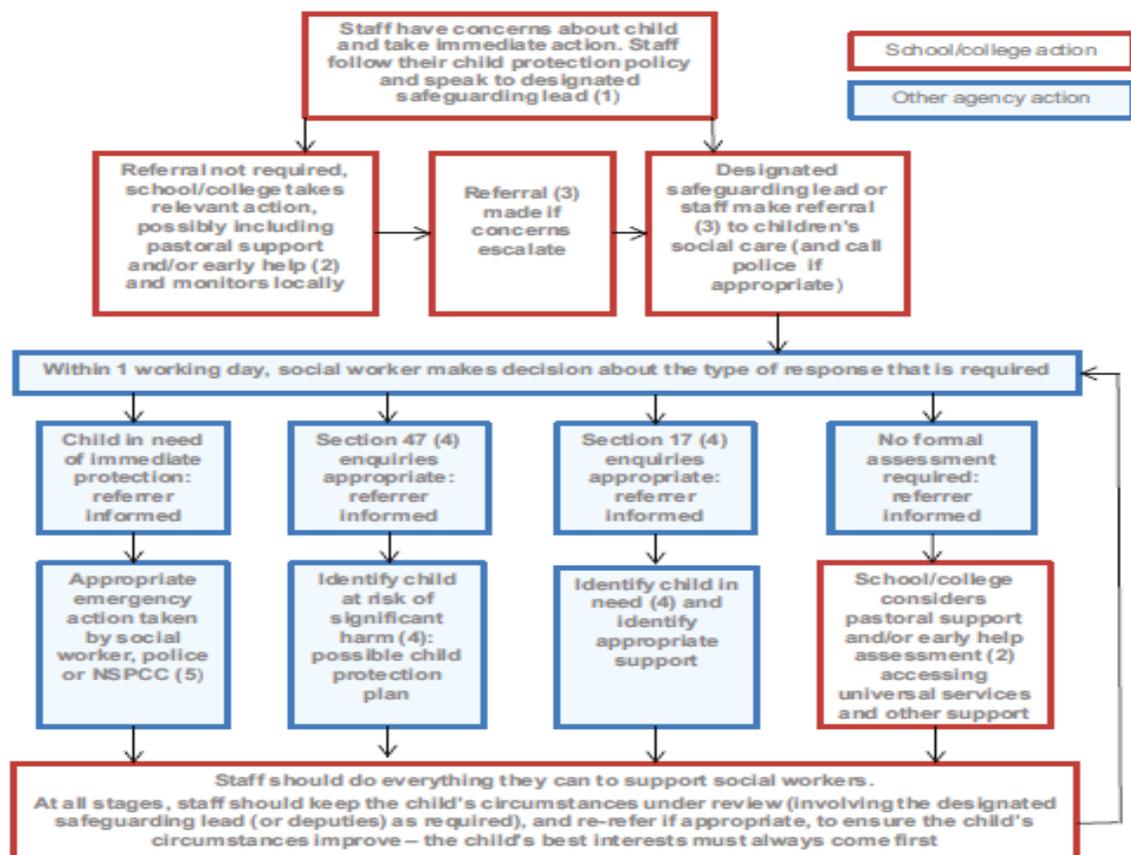
Confidentiality and Information Sharing

- 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 2020.
- 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 will disclose information about a learner on a 'need to know' basis.
- 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.
- Bounds Green Federated Schools 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. The Schools' designated DPO is Faye Papini (School Business Manager), deputy DPO is Deborah Alexander.
- 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 (KCSIE 2020).
- DfE Guidance on Information Sharing (July 2018) provides further detail. This is available from the DPOs.

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

Source: *Keeping Children Safe in Education 2019* pg16

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).

10. 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. This can be found website.

11. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2020) 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 2020.
 - All members of staff have signed to confirm that they have read and understood KCSIE. A register and record is kept in the school office and recorded onto the School's Single Central Record
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training to ensure they are aware of the school internal safeguarding processes as part of their induction.
- 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. This training will include online safety and will take place at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates (via email, staff meetings, etc) on a regular basis (at least annually), to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the staff behaviour policy/code of conduct.
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies (eg. by inviting input at staff meetings, feedback from annual safeguarding training, etc)
- The DSL and Headteacher will provide an annual report to the governing body, and also through the Annual Safeguarding Statement which will be published on the school website 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 for the governing body (Aly Cha), all members of the governing body will be encouraged to access appropriate

safeguarding training which covers their specific strategic responsibilities on a regular basis.

12. Safer Working Practice

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

13. 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) 2017.

14. SAFER RECRUITMENT; SINGLE CENTRAL RECORD, DBS CHECKS

Keeping Children safe in Education (2018) outlines safer recruitment processes in education settings. 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

The school staffing regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training as advised by their LSCB.

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.

Visitors and guest speakers to school

Any outside speakers or visiting organisations will be cleared with the head teacher before booking. Staff will ensure that the speaker/organisation is complementing the programmes of study and teaching taking place in the school. Prior to the visit the content of the session will be discussed and it will be made clear to the visitor that behaviour management is the responsibility of the school staff who will remain present at all times.

15. Allegations Against Members of Staff and Volunteers

- Bounds Green Federated Schools recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third party staff (including supply teachers) and visitors to behave in a way that:
 - Indicates they have harmed a child, or may have harmed a child;
 - Means they have committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at Bounds Green Federated Schools will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the Headteacher who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the Headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.
- All members of staff are made aware of the school Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended- refer to managing allegations against staff and volunteers policy for guidance.
- Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- Staff can 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.
- The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. 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.

16. 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.

Physical Restraint of Pupils

A proportion of allegations against teachers and school support staff relate to incidents involving the physical restraint of pupils. In this school:

- there will be staff trained in the use of physical restraint;
- all staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;
- training will be recurrent, with annual updates at a minimum, and will be appropriate to the type of school setting and to the age and developmental level of pupils;
- 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;

17. Safeguarding Children with Special Ed. Needs and Disabilities

- Bounds Green Federated Schools acknowledge 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 DSL will work closely with the Inclusion Leader (SENDCO) , Marcus Read, to plan support as required.
- Bounds Green Federated Schools 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.

18. **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

19. Areas of concern/focus for the Designated Safeguarding Lead (& staff)

The designated Safeguarding lead has a responsibility to consider all incidents in terms of contextual safeguarding. This simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Key areas of work/focus for the Designated Safeguarding Lead:

- **Abuse: Physical, Emotional, Neglect, Sexual**
- **Peer on peer abuse**
- **Sexual violence and sexual harassment**
- **Sexting**
- **On line safety 2019**
- **Child criminal exploitation incl. 'county lines'**
- **FGM**
- **Forced Marriage and 'Honour Based Violence'**
- **Modern Day Slavery or Human Trafficking**
- **Preventing radicalisation**
- **Prevent and Extremism**
- **Working with the Designated Teacher for Looked After Children**
- **Working with Personal Advisers for care leavers**
- **Working as Lead professional on some Early Help Cases**

19.1 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.

19.2 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.

19.3 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](#)

19.4 Sexual abuse including peer on peer abuse

Any suspicion of sexual abuse or actual disclosure by a child, including children under the age of 13, that he or she has been sexually abused must be referred immediately to the MASH team, who will contact the appropriate investigative agencies.

Parents/carers should not normally be informed at this stage as this may jeopardise the investigation and the safety of the child. Where there is an allegation of, or concern about, sexual abuse a strategy meeting will be held in order to decide on the most appropriate way to proceed. The referrer will normally be invited to the strategy meeting. (refer to Part 5 of the new KCIE 19)

Further guidance is held in document: Sexual violence and harassment between children in schools and colleges (May 2018)

Teaching online safety in school 2019

In curriculum areas, pupils will be taught what positive, healthy and respectful online relationships look like.

Safety at the school will include the following underpinning knowledge and behaviours:

- How to evaluate what they see online
- How to recognise techniques used for persuasion

- Online behaviour
- How to identify online risks
- How and when to seek support

19.5 Peer on Peer Abuse

- All members of staff at our school recognise that children are capable of abusing their peers. Bounds Green Federated Schools believe that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- Bounds Green Federated Schools recognise that peer on peer abuse can take many forms, including but not limited to:
 - bullying (including cyberbullying)
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - sexting (also known as youth produced sexual imagery)
 - initiation/hazing type violence and rituals.
- Bounds Green Federated Schools recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
 - We will follow the advice as set out in the non-statutory UKCIS guidance: ['Sexting in schools and colleges: responding to incidents and safeguarding young people'](#)
- When responding to concerns relating to child on child sexual violence or harassment, our school will follow guidance outlined in part five of KCSIE 2020 and ['Sexual Violence and Sexual Harassment Between Children in Schools and Colleges'](#).
- Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.
- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.

19.6 Gangs, County Lines, Serious violence, Crime and Exploitation

- Our School recognises the impact of gangs, county lines, serious violence, crime and 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:

- 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

[Further guidance is held in document: Criminal exploitation of children and vulnerable adults \(Jul 2017\)](#)

19.7 Mental Health

- 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.
- If staff 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.

19.8 Online Safety

- It is recognised by Bounds Green Federated Schools that the use of technology presents challenges and risks to children and adults both inside and outside of school. Bounds Green Federated Schools 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.
- Bounds Green Federated Schools identifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
 - 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.
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.

- Bounds Green Federated Schools uses a wide range of technology. This includes computers, laptops, 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 Schools recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community.
 - Further information reading the specific approaches relating to this can be found in our E-Safety Policy

- Bounds Green Federated Schools 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 done through Impero monitoring software and LGFL filtering and firewall
 - 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 Impero 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
 - 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.
 - 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, Bounds Green Federated Schools 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 Schools 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. (Safe Search Kids is set as home page from the server)
 - 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 Schools 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. This is done through curriculum content but also a yearly event of Safer Internet Day.
- Bounds Green Federated Schools will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
 - providing information on our school website
 - offering specific online safety events for parents/carers and highlighting online safety at existing parent events.
- Bounds Green Federated Schools 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.

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

- Bounds Green Federated Schools 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 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 behaviour policy/code of conduct and Acceptable Use Policies.
- 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.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (under development – expected Nov 2020)
- 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. Bounds Green Federated Schools will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

Additional guidance regarding remote learning is available at DfE: [Safeguarding and remote education during coronavirus \(COVID-19\)](#) and The Education People: [Remote Learning Guidance for SLT](#)

19.9 Female Genital Mutilation (FGM)

See Appendix 5: "Policy Guidance on Female Genital Mutilation"

Further guidance is held in document: Multi Agency Statutory guidance on Female Genital Mutilation (Apr 2016)

19.10 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.

1).

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

19.11 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>

19.12 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: saferrcommunities@haringey.gov.uk

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

19.13 Private Fostering

(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.

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

Looked After or previously looked after Children

Where a child is Looked After or previously looked after there will be sound work across the school to ensure their safeguarding. The Designated Safeguarding Lead

working in tandem with the Designated Teacher for Looked After Children, the Virtual School Head and other agencies have a joint duty to ensure positive educational outcomes for children.

20. Curriculum and Staying Safe

- Bounds Green Federated Schools will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
 - We recognise that school play 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.
- 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.
- Bounds Green Federated Schools is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- 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.

21. The Use of Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Head Teacher and governing body 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.
- If this assurance is not achieved, an application to use premises will be refused.

23. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into **school** as outlined within guidance. 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 expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.

- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- 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.

Appendix 1: Categories of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in an institutional or community setting, by those known to them, or, more rarely, by a stranger. 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.

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.

There are four recognised types of abuse and it is important that all staff and volunteers know what they are and how to recognise them. These are;

Physical abuse

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

Signs that MAY INDICATE physical abuse:

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appears excessive
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away
- 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.

Sexual abuse

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

Signs that MAY INDICATE sexual abuse:

- sudden changes in behaviour or school performance
- displays of affection in a sexual way inappropriate to age
- tendency to cling or need reassurance
- tendency to cry easily
- regression to younger behaviour such as thumb sucking, acting like a baby
- complaints of genital itching or pain
- distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger
- unexplained gifts of money
- depression and withdrawal
- apparent secrecy
- wetting day or night
- sleep disturbance or nightmares
- chronic illness, especially throat infection or venereal disease
- anorexia or bulimia
- unexplained pregnancy
- fear of undressing eg. for sport
- phobias or panic attacks

Not all sexually abused children will show clear signs of disturbance. Some will be model pupils displaying none of the characteristic signs of sexual abuse.

Emotional abuse

Emotional abuse is the 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.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

Signs of emotional abuse:

- physical, mental and emotional development lags

- admission of punishment which appears excessive
- over reaction to mistakes
- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (eg. rocking, hair twisting, thumb sucking)
- self mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- running away
- compulsive stealing or scavenging
- social isolation
- desperate attention-seeking behaviour
- depression, withdrawal
- air of detachment ('don't care' attitude)

Neglect

Neglect is the 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.

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

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

Signs of neglect:

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or poor attendance
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour
- poor or no social relationships
- running away
- compulsive stealing or scavenging

Poverty and neglect are totally different – they are not equivalent states.

Appendix 2: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

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

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.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Honour Based Abuse

- 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

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

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/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.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 3: **Signs of Safety Principles**

- respect and honour families and children as people to do business with
- co-operate with the person not the abuse
- recognise that cooperation is possible even in the most difficult situations
- recognise that all families have some signs of safety that is working well
- maintain a clear and relentless focus on safety
- learn what the family & child want – what realistic goals can the family set & achieve? Offer choices.
- always search for detail through questions – be curious and balanced in your views
- focus on small change for families that is incremental – what can they do and what do they need to do it?
- don't confuse information gathering with judgements
- treat every interaction as an occasion for change
- accept that children and their families are the best judges of whether what we are doing is working and seek feedback

Signs of Safety Assessment and Planning Form

What are we Worried About?	What's Working Well?	What Needs to Happen?
<p>Past Harm to Children: Action/Behaviour – who, what, where, when; Severity; Incidence & Impact.</p> <p>Danger Statements: Future Danger for Children. Worries for the future if nothing changes.</p> <p>Complicating Factors: Factors which make the situation more difficult to resolve.</p>	<p>Existing Strengths: Best attributes of parenting</p> <p>Existing Safety/Protection: The strengths demonstrated as protection over time.</p> <p>Must directly relate to danger.</p>	<p>Safety Goals: Future Safety/ Protection What must the caregivers be doing in their care of the child that addresses the future danger?</p> <p>Family Goals: What does the family want generally and in relation to safety?</p> <p>Next Steps: What are the next steps to be taken to move towards achieving the goal?</p>
<p>Safety Scale:</p> <p>On a scale of 0 to 10 where 10 means the children are safe enough and Children's Social Care no longer need to be involved and 0 means it is too unsafe for the children to stay at home,</p> <p>Where do we rate this situation?</p> <p><i>(If different judgements place different people's number on the continuum).</i></p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> 0 ← 10 </div>		

Appendix 4: Indicator Matrix for Level of Need in relation to Children & Potential Services

This table sets out the possible indicators/features for to be aware of to identify Child's level of need and the potential services they may need to help meet their needs.

This is not a definitive list but does show core areas that will help identify when to make a referral or undertake an assessment.

Concern	Level 1-Universal Child with no additional needs	Level 2-Targeted Child at low risk to vulnerable. Low-level additional needs not met in short term.	Level 3-Specialist Child has complex needs requiring long team specialist support	Level 4-Statutory Child has acute needs requiring intensive specialist / statutory involvement
<i>This list is only a quick reference guide. Remember there maybe multiple concerns.</i>				
Behaviour	<ul style="list-style-type: none"> ▪ Child engages in age appropriate behaviours and self-control. ▪ Child demonstrates appropriate response in feelings and actions 	<ul style="list-style-type: none"> ▪ Child displays a lack of self-control unusual in children of their age. ▪ Child has some difficulties with family /adult and peer relationships. ▪ Child displays some inappropriate responses / behaviour. 	<ul style="list-style-type: none"> ▪ Child becoming involved in negative disruptive / challenging behaviours/ activities. ▪ Child regularly displays lack of self-control unusual for child of their age. ▪ Child displays abuse / neglect towards vulnerable adults or animals ▪ Child has poor family / adult and peer relationships. ▪ Child finds it difficult to cope with anger and frustration. 	<ul style="list-style-type: none"> ▪ Child displays little or no self-control which seriously impacts on relationships with those around them putting child / others at risk ▪ Child's challenging behaviour results in serious risk to child and / or others. ▪ Parents / carers not good role model & condones child's challenging behaviour. ▪ Child cannot maintain relationships
Child Sexual Exploitation (CSE)	<ul style="list-style-type: none"> ▪ No concerns of CSE ▪ Child's positive sense of self and abilities reduces the risk that they will be targeted by peers or adults who wish to exploit them. 	<ul style="list-style-type: none"> ▪ Child has a negative sense of self and abilities and suffers with low self-esteem making them vulnerable to peers and adults who pay them attention and/or show them affection but do so in order to exploit them. 	<ul style="list-style-type: none"> ▪ Child's negative sense of self/low self-esteem contributes to their involvement with peers and/or adults thought to be treating them badly and/or encouraging their involvement in self-harm and/or criminal behaviour. ▪ Child regularly goes missing and family do not know where Child is. 	<ul style="list-style-type: none"> ▪ Child's vulnerability results from their negative sense of self/low esteem, that is exploited by others causing them harm. ▪ Child frequently goes missing and fails to account for their locations or discloses situations indicating risk of CSE ▪ MASE assesses high risk of CSE. ▪ Child trafficked to UK for sexual exploitation.

Concern	Level 1-Universal Child with no additional needs	Level 2-Targeted Child at low risk to vulnerable. Low-level additional needs not met in short term.	Level 3-Specialist Child has complex needs requiring long team specialist support	Level 4-Statutory Child has acute needs requiring intensive specialist / statutory involvement
<i>This list is only a quick reference guide. Remember there maybe multiple concerns.</i>				
Development	<ul style="list-style-type: none"> ▪ Child is developing and growing well ▪ Child is healthy and does not have a physical or mental health condition or disability ▪ Child possesses age appropriate ability to understand and organise information and solve problems ▪ Child makes adequate academic progress. ▪ Young person is in education, employment or training 	<ul style="list-style-type: none"> ▪ Some concerns on the growth and development of Child. ▪ Child has a mild physical or mental health condition or disability which affects their everyday functioning but can be managed in mainstream schools ▪ Child under-achieving or is making limited academic progress. 	<ul style="list-style-type: none"> ▪ Significant concerns that child's developmental milestones not met. ▪ Child has physical/mental health condition, chronic and recurrent health problem or disability significantly affecting their everyday functioning and access to education ▪ Child not making academic progress despite learning support strategies in place over a period of time. ▪ Young person refuses to engage in educational or employment and are increasingly socially isolated. ▪ Young person not in education, employment or training (NEET) and is not likely to reach their potential. 	<ul style="list-style-type: none"> ▪ Developmental milestones significantly delayed or impaired. ▪ Child has complex physical/mental health condition or disability, which has adverse impact on their physical, emotional or mental health and access to education. ▪ One or more children's needs (e.g. disability, behaviour, long-term conditions) have a significant impact on the day-to-day lives of Child/children and their siblings and/or parents.
Disability	<p>Child</p> <ul style="list-style-type: none"> ▪ Child has no disability. ▪ Child with disabilities is accessing universal services without support. 	<ul style="list-style-type: none"> ▪ Child with disabilities who is accessing services may need additional support and/or advice. 	<ul style="list-style-type: none"> ▪ Child has permanent & substantial disabilities who require targeted services and whose needs not be met by services without someone to support them. 	<ul style="list-style-type: none"> ▪ Severe disability is identified antenatally ▪ Child's complex physical/mental health condition, or disability, has adverse impact on their physical, emotional or mental health and access to education.

Concern	Level 1-Universal	Level 2-Targeted	Level 3-Specialist	Level 4-Statutory
	Child with no additional needs	Child at low risk to vulnerable. Low-level additional needs not met in short term.	Child has complex needs requiring long team specialist support	Child has acute needs requiring intensive specialist / statutory involvement
	<i>This list is only a quick reference guide. Remember there maybe multiple concerns.</i>			
	Parent/Carer/Extended Family <ul style="list-style-type: none"> ▪ Family members do not have disabilities/serious health conditions. ▪ Physical health/learning disabilities of the parent/carer does not affect the care of Child. 	<ul style="list-style-type: none"> ▪ Physical needs of the parent/carer impacts upon the care of Child. ▪ Parents/carers learning difficulties occasionally impedes their ability to provide consistent patterns of care but without putting Child at risk. ▪ Family members have disabilities /serious health conditions that require additional support. 	<ul style="list-style-type: none"> ▪ Physical needs of the parent/carer significantly affect their care of child. ▪ Parents/carers learning disabilities are affecting the care of their child. ▪ Siblings or other members of Family have a disability/serious health condition impact on Child. 	<ul style="list-style-type: none"> ▪ Parent/carers physical/mental health needs significantly affect care of child placing them at risk of significant harm. ▪ Parents/carers learning disabilities severely affecting care of child placing them at risk of significant harm. ▪ Siblings/other members of Family have disabilities/health concerns that are seriously affecting child and putting them at risk of significant harm.
Honour Based Violence	<ul style="list-style-type: none"> ▪ No concerns Child may be subject to honour-based violence. 	<ul style="list-style-type: none"> ▪ There is concern that Child may be subject to honour-based violence. 	<ul style="list-style-type: none"> ▪ Allegation of honour based violence or intended honour based violence is raised 	<ul style="list-style-type: none"> ▪ Evidence that Child may be subject to honour based violence.
Domestic Abuse	<ul style="list-style-type: none"> ▪ Expectant mother/parent/carer is in a healthy relationship. ▪ There are no incidents of violence in Family or history of violence between by family members or new partners. 	<ul style="list-style-type: none"> ▪ Historic incidents of physical and/or emotional violence in Family. ▪ Harmful impact of incidents is moderated by other protective factors within Family who are able to look after Child when there are arguments /disputes in Family home. ▪ Information has become known that a person living in the house may be a previous 	<ul style="list-style-type: none"> ▪ Expectant mother/parent/carer is victim of previous domestic abuse and is a victim of increasing or more serious incidents of domestic abuse. ▪ One or more adult family members is physically and emotionally abusive to another adult family member/s ▪ Perpetrator/s show limited or no commitment to changing their behaviour and little 	<ul style="list-style-type: none"> ▪ Expectant mother/parent/carer is current victim of domestic abuse, which is increasing in severity, frequency or duration. ▪ One or more adult members of family is perpetrator of persistent and/or serious physical and emotional violence, which may also be increasing in severity, frequency or duration. ▪ Perpetrator/s show no commitment to changing their behaviour and no

Concern	Level 1-Universal Child with no additional needs	Level 2-Targeted Child at low risk to vulnerable. Low-level additional needs not met in short term.	Level 3-Specialist Child has complex needs requiring long team specialist support	Level 4-Statutory Child has acute needs requiring intensive specialist / statutory involvement
<i>This list is only a quick reference guide. Remember there maybe multiple concerns.</i>				
		<p>perpetrator of domestic abuse, although no sign of abuse are apparent.</p> <ul style="list-style-type: none"> ▪ Perpetrator shows insight and accepts support 	<p>understanding of the impact their violence has on Child.</p> <ul style="list-style-type: none"> ▪ Perpetrator is emotionally harming Child/ren who witness or are otherwise aware of the violence. ▪ Child has/or continues to witness adult in household physical or emotional abuse to another household member. ▪ Child shows signs of the impact of Domestic Abuse, i.e. aggression or passive behaviour. ▪ Confirmation previous domestic abuse perpetrator residing at property. 	<p>understanding of the impact their violence has on Child.</p> <ul style="list-style-type: none"> ▪ Perpetrator is emotionally harming Child/ren who witness or are otherwise aware of the violence. ▪ Children may also be at risk of physical violence if, for example, they seek to protect the adult victim. ▪ Child is at high risk of, or is already either a perpetrator or a victim of serious abusive behaviour
Emotional Well Being / Abuse	<ul style="list-style-type: none"> ▪ Child is provided with an emotionally warm and stable family environment. ▪ Child engages in age appropriate activities and displays age appropriate behaviours. ▪ Child has a positive sense of self and abilities. ▪ Able to demonstrate empathy 	<ul style="list-style-type: none"> ▪ Child's experiences parenting that shows a lack of emotional warmth or it is inconsistent. ▪ Child beginning to develop a negative sense of self and abilities. ▪ Child at risk of becoming involved in negative behaviour/ activities – i.e. challenging behaviour, substance misuse. ▪ Child has some difficulties with family/peer relationships ▪ Child displays inappropriate responses and actions 	<ul style="list-style-type: none"> ▪ Child experiences a volatile and unstable family environment and this is having a negative effect on Child. ▪ Child has negative sense of self and abilities to the extent it is affecting their daily outcomes. ▪ Child is becoming involved in negative behaviour/ activities, for example, non-school attendance and as a result may be excluded short term from school. This increases their risk of being involved in ASB, crime, 	<ul style="list-style-type: none"> ▪ Child suffered long- term neglect of the emotional needs. ▪ Child at high risk of, or already involved in sexual or other exploitation either as a perpetrator or victim ▪ Child has such a negative sense of self and abilities that there is evidence or likelihood that this is causing harm. ▪ Child frequently exhibits negative behaviour or activities that place self or others at imminent risk including chronic non-school attendance.

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		<ul style="list-style-type: none"> ▪ Child does not always understand impact of own actions on others 	<p>substance misuse and puts them at risk of grooming and exploitative relationships with peers or adults.</p>	<ul style="list-style-type: none"> ▪ Child is withdrawn /unwilling to engage.
Female Genital Mutilation (FGM)	<ul style="list-style-type: none"> ▪ No concerns that Child may be subject to FGM 	<ul style="list-style-type: none"> ▪ Concern that Family may have a history of practising FGM ▪ Female child is born to a woman who has undergone FGM ▪ Female child has an older sibling or cousin who has undergone FGM ▪ Female child's father comes from a community known to practise FGM ▪ Family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children ▪ Female child from practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent. ▪ Increased emotional/psychological needs, i.e. Withdrawal or depression, or significant change in behaviour. 	<ul style="list-style-type: none"> ▪ Family believe FGM is integral to cultural or religious identity. ▪ Female child talks about a long holiday to her country of origin or another country where the practice is prevalent. ▪ Female child or parent state that they or a relative will go out of the country for a prolonged period. 	<ul style="list-style-type: none"> ▪ Female child or sibling confides that they will be having a 'special procedure' or attending a special occasion to 'become a woman'. ▪ A parent or family member expresses concern that FGM may be carried out on Female child. ▪ Female child requests help because she is aware or suspects that she is at immediate risk of FGM. ▪ A mother/family member discloses that Female child has had FGM.

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		<ul style="list-style-type: none"> ▪ Female child is missing from education for a period. 		
Forced Marriage	<ul style="list-style-type: none"> ▪ Concern that child may be subject to Forced Marriage. 	<ul style="list-style-type: none"> ▪ Concern that child may be subject to forced marriage. 	<ul style="list-style-type: none"> ▪ Allegation of forced marriage or intended forced marriage is raised 	<ul style="list-style-type: none"> ▪ There is evidence that Child may be subject to forced marriage.
Health (Physical)	<ul style="list-style-type: none"> ▪ Good physical health ▪ Adequate diet, hygiene, exercise. ▪ Regular dental & optical care. 	<ul style="list-style-type: none"> ▪ Health problems maintained in mainstream school. ▪ Child/parent do not attend health / medical appointments. ▪ Defaulting on immunisations check and/or dental care. ▪ Child is overweight. 	<ul style="list-style-type: none"> ▪ Chronic / recurring health problems. ▪ Child has health condition/disability requiring regular treatment that child / parent refuses and affects child's health. 	<ul style="list-style-type: none"> ▪ Serious physical & emotional health problems. ▪ Parents/Carers fail to access health services causing Child harm ▪ Medical referral for non-organic failure to thrive in child under 5 years ▪ Early teenage pregnancy
Health (Mental Health)	<p>Child</p> <ul style="list-style-type: none"> ▪ Good state of mental health ▪ Child has not suffered a significant loss, e.g. close family member or friend 	<ul style="list-style-type: none"> ▪ Persistent minor mental health problems – perhaps resulting in less than 90% school attendance ▪ Child has suffered a bereavement or trauma recently or in the past and is distressed but receives support from family and friends and appears to be coping reasonably well. 	<ul style="list-style-type: none"> ▪ There is no evidence that Child has accessed mental health and advice services and suffers recurrent mental health problems as a result. ▪ Child has suffered bereavement or trauma recently or in the past and does not appear to be coping. ▪ Child appears depressed and/or withdrawn and there is concern that they might be/are self-harming or feeling suicidal. 	<ul style="list-style-type: none"> ▪ Refuses medical care endangering life and suffers chronic mental health problems as a result. ▪ Emerging acute mental health problems including threat of suicide, psychotic episode or severe depression. ▪ Child has suffered bereavement or trauma and is self-harming and/or disclosing suicidal thoughts. ▪ Child appears to suffer with an eating disorder.

Concern	Level 1-Universal	Level 2-Targeted	Level 3-Specialist	Level 4-Statutory
	Child with no additional needs	Child at low risk to vulnerable. Low-level additional needs not met in short term.	Child has complex needs requiring long team specialist support	Child has acute needs requiring intensive specialist / statutory involvement
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	Parent/Carer/Extended Family <ul style="list-style-type: none"> ▪ No concerns about parents/carers mental health. 	<ul style="list-style-type: none"> ▪ Mother with young baby and postnatal depression. ▪ Parent / carer experiencing bouts of anxiety and depression and have sought support around this (e.g. GP). 	<ul style="list-style-type: none"> ▪ Parental / carer with learning disability, mental ill health. ▪ Parent / carers experiencing chronic episodes of mental ill health (psychotic (including perinatal)/ bi-polar / suicide) and engaged with long-term community mental health support to address. 	<ul style="list-style-type: none"> ▪ Child subject of parental delusions implying risk. ▪ Parent / carer has mental ill health but no insight into this and is not engaged in support offered or the condition causes significant harm.
Housing	<ul style="list-style-type: none"> ▪ Family accommodation is appropriate, stable, clean, warm, and tidy and there are no hazards that could affect the safety or wellbeing of Child. ▪ Neighbourhood is a safe and positive environment. ▪ Family is legally entitled to live in the country and has full rights to employment and public funds. 	<ul style="list-style-type: none"> ▪ Family's accommodation is stable but home itself is not kept clean, tidy, and not always free of hazards. ▪ Family home would benefit from improvements to support the needs of Child or parent/carer with a disability. ▪ Family home is overcrowded and does not meet the needs of Family ▪ Child affected by low level challenging behaviour in the locality. ▪ Neighbourhood is known to have groups of children and/or adults who are engaged in threatening and intimidating behaviour and child is 	<ul style="list-style-type: none"> ▪ Family's home is consistently poor and constitutes health and safety hazards including hoarding ▪ Accommodation is not appropriate for a child or parent/carer with a disability ▪ Neighbourhood or locality is having a negative impact on child – i.e. child is victim of challenging behaviour or crime, (including sexual or other forms of harassment) and is at risk of being further victimized ▪ Family's legal status puts them at risk of involuntary removal from country ▪ Family have limited financial resources/no recourse to public funds. 	<ul style="list-style-type: none"> ▪ Family's home is consistently dirty and constitutes health and safety hazards including hoarding. Family has no stable home, and is moving from place to place or 'sofa surfing'. ▪ Accommodation is overcrowded or does not meet the needs of Family. ▪ Accommodation is not appropriate for a child or parent /carer with a disability. ▪ Multiple complex needs e.g. substance misuse, domestic abuse, mental health and finance history of numerous house moves, unstable accommodation. ▪ Risk of homelessness and eviction. ▪ Neighbourhood is having a profoundly negative effect on Child who has been a repeated victim of

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		intimidated/feels threatened in area. <ul style="list-style-type: none"> ▪ The parent/carer's is in low level rent arrears/accessing debt support services for housing arrears ▪ Family's legal entitlement to stay in the country restricts access to public funds and/or the right to work placing Family under stress. 	<ul style="list-style-type: none"> ▪ Family at risk of eviction for rent arrears 	anti- social behaviour and/or crime and is now at high risk of sexual and other forms of exploitation. <ul style="list-style-type: none"> ▪ Family members detained and at risk of deportation ▪ Child is unaccompanied asylum-seeker. ▪ Evidence child exposed to, or involved in, criminal activity to generate income for family.
Gangs	<ul style="list-style-type: none"> ▪ Child's activities are legal. ▪ There is no history of criminal offences within Family. ▪ Family members are not involved in gangs / organised crime 	<ul style="list-style-type: none"> ▪ Child has from time to time been involved in challenging behaviour. ▪ There is a history of criminal activity within Family. ▪ There is suspicion, or some evidence that Family are involved in gangs / organised crime. 	<ul style="list-style-type: none"> ▪ Child is involved in challenging behaviour and may be at risk of gang involvement. ▪ Criminal record relating to serious or violent crime is held by a family member, which may affect children. ▪ There is a known family involvement in gang/organised crime activity. 	<ul style="list-style-type: none"> ▪ Child is currently involved in persistent or serious criminal activity ▪ A family member that is affecting children holds criminal record relating to serious or violent crime. ▪ There is a known involvement in gang / organised crime activity affecting significantly on child and family. ▪ Child is currently involved in persistent or serious criminal activity.
Child Mental Ill Health	<ul style="list-style-type: none"> ▪ No concerns about child's mental health 	<ul style="list-style-type: none"> ▪ Some concerns about mental health 	<ul style="list-style-type: none"> ▪ Child self-harms causing minor injury and parents appropriately respond. ▪ Child's mental ill health and associated behaviour is causing parents / carers great concern. 	<ul style="list-style-type: none"> ▪ Serious mental health issues. ▪ Child repeatedly self-harms / harm is life threatening and /or parent responds inappropriately. ▪ Parent / carer does not feel able to manage child's mental ill health.

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			<ul style="list-style-type: none"> ▪ Child's mental ill health affects ability to engage in everyday activity. 	
Parental Mental Ill Health	<ul style="list-style-type: none"> ▪ No concerns about parental / carers mental health. 	<ul style="list-style-type: none"> ▪ Mother with young baby and post-natal depression. ▪ Parent / carer experiencing bouts of anxiety and depression and have sought support around this (e.g. GP). 	<ul style="list-style-type: none"> ▪ Parental / carer with learning disability, mental ill health. ▪ Parent / carers experiencing chronic episodes of mental ill health (psychotic / bi-polar / suicide) and engaged with long-term community mental health support to address. 	<ul style="list-style-type: none"> ▪ Child subject of parental delusions implying risk. ▪ Parent / carer has mental ill health but no insight into this and is not engaged in support offered.
Missing	<ul style="list-style-type: none"> ▪ Child does not run away or is absent from home/care/school. ▪ Their parents or carers always know Child's whereabouts. 	<ul style="list-style-type: none"> ▪ Child has run away from school, home/care on occasions or not returned at normal time. ▪ There is concern about what happened to Child whilst they were away. 	<ul style="list-style-type: none"> ▪ Regularly missing from home /care /education ▪ Child missing but whereabouts known and there is a concern about what happened to child whilst missing ▪ Child is suspected of engaging in risk taking behaviour whilst missing 	<ul style="list-style-type: none"> ▪ Child persistently missing from home / care/education ▪ Child is engaging in risky behaviours whilst they are away ▪ Concern child might be being sexually exploited or being drawn into criminal behaviour.
Neglect	<i>Remember children experiencing neglect may present with other areas of concern that may distract from neglect as underlying issue</i>			
	<ul style="list-style-type: none"> ▪ Child is appropriately dressed. ▪ Child's nutritional and health needs are met. ▪ Child has injuries consistent with normal play and activities 	<ul style="list-style-type: none"> ▪ Child shows physical symptoms that may indicate neglect i.e. poor hygiene, tooth decay ▪ Child, or their siblings, consistently come to nursery / school in dirty clothing or they are unkempt/soiled 	<ul style="list-style-type: none"> ▪ Child, or siblings, consistently come to school in dirty clothing that is inappropriate for weather and/or they are unkempt/soiled. ▪ Parent/carers are reluctant or unable, to address concerns and put own needs before child. 	<ul style="list-style-type: none"> ▪ Child shows severe physical signs of neglect i.e. thin / swollen tummy, poor skin tone, rashes, sores, prominent bones , poor hygiene or tooth decay which are attributable to care provided ▪ Child consistently wears dirty or inappropriate clothing and are

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	<ul style="list-style-type: none"> ▪ Child is provided with emotionally warm and stable family environment 	<ul style="list-style-type: none"> ▪ Child has less common injuries consistent with parent/carer's account. ▪ Parents seek out or accept advice on how to avoid accidental injury. ▪ Parent occasionally appears to prioritise own needs before child's. 	<ul style="list-style-type: none"> ▪ Child has injuries i.e. bruising, scalds, burns and scratches, which are accounted for but more frequently than expected. ▪ Child experiences a volatile / unstable family environment which has negative effect on child ▪ Child displays behaviour consistent with neglect i.e. non-adherence to boundaries, challenging behaviour, crime, use of drugs, passive, vulnerable, bullied. 	<ul style="list-style-type: none"> ▪ suffering significant harm as result i.e. unable to fully participate at school, are being bullied, are physically unwell ▪ Child has injuries, i.e. bruising, scalds, burns and scratches, which are not accounted for. Child makes disclosure and implicates parents or extended family members. ▪ Child has suffered long term neglect of the emotional needs and, as a result, is now at high risk of, or is already involved in sexual or other forms of exploitation either as a perpetrator or victim ▪ Parent/carer does not consider child's needs.
Offending	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Child at risk of re-offending ▪ Child involved in serious youth violence. 	<ul style="list-style-type: none"> ▪ Youth Offending Service involved
Parenting	<ul style="list-style-type: none"> ▪ Parents provide for all child's physical needs. ▪ Child protected from danger / significant harm in / out of home. ▪ Child shown warmth, praise & encouragement. ▪ Parent provides appropriate guidance & boundaries. 	<ul style="list-style-type: none"> ▪ Affected by low income / unemployment. ▪ Poor parental engagement with services. ▪ Parent requires advice on parenting. ▪ Concerns re diet, hygiene, clothing. ▪ Emerging concerns. ▪ Parent/carer offers inconsistent 	<ul style="list-style-type: none"> ▪ Child's care impacted by extreme poverty / debt. ▪ Privately fostered by distant relative. ▪ Abuse allegation with no injury in non-mobile child. ▪ No consistent good enough parenting 	<ul style="list-style-type: none"> ▪ Parents unable to care for child without support. ▪ Unable to provide safe and adequate parenting ▪ Highly critical / apathetic towards child.

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Physical Abuse				<ul style="list-style-type: none"> ▪ Inconsistent explanation, or hospital admission, re: non-accidental injury. ▪ Child suspected as being subjected to significant harm due to fabricated / induced illness
Radicalisation	<ul style="list-style-type: none"> ▪ Child and family have no links to proscribed terrorist groups ▪ Open & accepting of difference, ▪ Accesses social media in age appropriate manner 	<ul style="list-style-type: none"> ▪ Child and/or their parents/carers have indirect links to proscribed organisations, for example, they attend religious or social activities that are, or have been in the recent past, attended by members of proscribed organisations. ▪ Expresses intolerant prejudiced views linked to extreme violent ideology ▪ Child at risk of accessing extremist websites ▪ Child and/or their parents/carers express strong support for a particular extremist organisation or movement but do not express any intention to be actively involved. ▪ Child is expressing sympathy for inappropriate ideologies. ▪ Child has expressed racist, sexist, homophobic or other 	<ul style="list-style-type: none"> ▪ Family members, family friends or friends of Child have strong links with proscribed organisations. ▪ Aggressive & intimidating towards their peers not sharing / or sharing their political or religious views. ▪ Open to extremist grooming, through internet /links with extremist groups. ▪ Child has connections to known extremist individuals / groups ▪ Child expresses intolerant views towards peers and this leads to them being socially isolated. ▪ Child is engaged in negative and harmful behaviours associated with internet and social media use, (such as viewing extremist websites). ▪ Child often interacts negatively or has limited interaction with those they perceive as holding different views from themselves. 	<ul style="list-style-type: none"> ▪ Child or other close family members or friends are members of proscribed organisations. ▪ Confirmed/strong suspicions child linked to/involved with individuals or groups known to have extreme views and to have links to violent extremism. ▪ Child expresses strongly held beliefs that people should be killed because they have a different view. ▪ Child is initiating verbal and sometimes physical conflict with people who do not share their religious or political views. ▪ Significant concerns that child is being groomed for involvement in extremist activities. ▪ Child conceals internet/social media activities and either refuses to discuss their views or make clear their support for extremist views. ▪ Child circulating violent extremist images and promoting the actions of violent extremists and/or saying

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		prejudiced views and violent extremism.	<ul style="list-style-type: none"> ▪ A child is being sent violent extremist imagery by family members / family friends or is being helped to access it. ▪ Child and/or their parents/carers express strong support for extremist views. 	<p>they will carry out violence in support of extremist views.</p> <ul style="list-style-type: none"> ▪ Parents/carers either do not challenge this activity or appear to endorse it. ▪ Child/family members making plans to travel to a conflict with evidence to suggest they are doing so to support or participate in extremist activities.
Relationships (Social Context)	<ul style="list-style-type: none"> ▪ Child maintains good relationships and positive interaction with family and a range of peers. ▪ Child demonstrates accepted behaviour and tolerance towards their peers and others. ▪ Child is confident in social situations ▪ Child engages in age appropriate use of internet, gaming and social media. ▪ Family is integrated in the community 	<ul style="list-style-type: none"> ▪ Parents / carers' relationship difficulties may affect child. ▪ Parents under stress, which affects their parenting capacity. ▪ Child has few friendships and limited social interaction with their peers ▪ Child is a victim of discrimination or bullying. ▪ Family is experiencing social exclusion and/ or there is an absence of supportive community networks. ▪ Child is at risk of becoming involved in negative internet use, lacks control and is unsupervised in gaming and social media applications. ▪ 	<ul style="list-style-type: none"> ▪ Child is becoming isolated ▪ Child unable to sustain friendships and moves between different social groups in school ▪ Child declines to participate in social activities. ▪ Child has experienced persistent or severe bullying which has affected his/her daily outcomes. ▪ Family is chronically socially excluded and isolated to the extent that it has an adverse impact on Child. ▪ Family have a limited support network. ▪ Child is engaged in or victim of negative and harmful behaviours associated with internet and social media use, e.g. bullying, trolling, transmission of inappropriate images or is 	<ul style="list-style-type: none"> ▪ Child is completely isolated ▪ Child has poor social skills (little or no communication skills may be related to an expressive language disorder) ▪ Positive interaction with others is severely limited. ▪ Child exhibits aggressive, bullying or destructive behaviours which impacts on their peers, family and/or local community, and which impacts on their wellbeing or safety. ▪ Child experienced such persistent or severe bullying that his/her wellbeing is at risk. ▪ Family is excluded and child is seriously affected but family actively resists all attempts to achieve inclusion and isolates child from sources of support.

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			obsessively involved in gaming, which interferes with social functioning.	<ul style="list-style-type: none"> ▪ Family experiencing chronic social exclusion. ▪ No support network. ▪ Child showing signs of being secretive, deceptive and is actively concealing internet/social media activities or showing signs of addiction (gaming, pornography).
School	<ul style="list-style-type: none"> ▪ Achieving key stages ▪ Good attendance at school, college or training 	<ul style="list-style-type: none"> ▪ Occasional truanting or non-school attendance (less than 90%) ▪ Poor punctuality/links between home and school. Child not supported to reach educational potential. ▪ Developmental delay ▪ Few/no qualifications or NEET (not in education, employment or training) ▪ Fewer than 3 exclusions ▪ Mild learning/behavioural difficulties emerging, poor concentration, lack of interest in education and other school activities. ▪ Child's achievement is impacted by poor attendance. 	<ul style="list-style-type: none"> ▪ Chronic/poor nursery or school attendance / punctuality ▪ Poor home and nursery/school link. No parental support for education. ▪ More than 3 fixed term exclusions / at risk of permanent exclusion, persistent truanting or no education provision. ▪ Statement of Special Education Needs or ongoing difficulty with learning and development. ▪ No access to books, toys or education materials 	<ul style="list-style-type: none"> ▪ Chronic non-school attendance, truanting ▪ No parental support for education ▪ Permanently excluded, frequent exclusions or no education provision ▪ Severe/complex learning difficulties require residential educational provision ▪ Child maybe permanently excluded/not in education putting them at high risk of CCSE. ▪ Child's achievement is seriously impacted by lack of education
Self-Harm	<ul style="list-style-type: none"> ▪ Child or young person has shown no indication to experiment with self-harm. 	<ul style="list-style-type: none"> ▪ Child or young person has experimented with self-harm and has no intention to self-harm again. 	<ul style="list-style-type: none"> ▪ Child or young person is continuing to self-harm and there are underlying issues causing distress. 	<ul style="list-style-type: none"> ▪ Child or young person needs immediate protection to avoid serious harm (e.g. self-harm is increasing, persistent suicidal

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		<ul style="list-style-type: none"> ▪ Child is accessing social media sites related to self-harm 	<ul style="list-style-type: none"> ▪ Child is influenced through accessing self-harm social media sites 	<p>thoughts, plans or means to suicide, suspected abuse or neglect).</p> <ul style="list-style-type: none"> ▪ Child appears to suffer with an eating disorder.
Sexual Abuse	<ul style="list-style-type: none"> ▪ No evidence of sexual abuse. ▪ Sexual activity appropriate for age. 	<ul style="list-style-type: none"> ▪ History of sexual abuse within family or network but parents respond appropriately to protect child. ▪ Concerns relating to inappropriate sexual behaviour in the wider family. 	<ul style="list-style-type: none"> ▪ Family home has in the past been used on occasion for drug taking /dealing, prostitution or illegal activities. ▪ Unsafe sexual activity (including engaging in age inappropriate relationships, no contraception). 	<ul style="list-style-type: none"> ▪ Concerns around possible inappropriate sexual behaviour from the parent/carer. ▪ Parent/ carer/family member/ visitor to the home sexually abuses Child. ▪ Risk the parent/carer may sexually abuse their child and he/she does not accept therapeutic interventions. ▪ Family home used for drug taking and/or dealing, prostitution, illegal activities. ▪ Child is being sexually abused/exploited. ▪ Offender who has risk to children status is in contact with Family.
Sexual Health	<ul style="list-style-type: none"> ▪ Sexual activity is appropriate for age 	<ul style="list-style-type: none"> ▪ Sexual activity aged 13-15 where there are also concerns of Fraser competence, grooming, power imbalances, possible Child Sexual Exploitation (CSE). ▪ Child under 16 is accessing sexual health and contraceptive services. 	<ul style="list-style-type: none"> ▪ Unsafe sexual activity ▪ Sharing of sexual images ▪ Not accessing sexual health / contraceptive services ▪ History of Sexual Transmitted Diseases (STDs) 	<ul style="list-style-type: none"> ▪ Sexual activity under the age of 13 (involving genital contact) ▪ Risk taking sexual activity ▪ Early teenage pregnancy ▪ Sexual partner known to the Police/ in position of trust/family member

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<i>This list is only a quick reference guide. Remember there maybe multiple concerns.</i>				
Substance Misuse	<ul style="list-style-type: none"> ▪ Child has no history of substance misuse or dependency. ▪ There is no evidence of parents, siblings or other household members misusing drugs or alcohol. ▪ Parental drug and alcohol use does not affect parenting. 	<ul style="list-style-type: none"> ▪ Child is known to be using drugs and/or alcohol. ▪ Drug and/or alcohol use is affecting parenting but adequate provision is made to ensure Child's safety. Child is currently meeting their developmental milestones but there are concerns that this might not continue if parental drug and alcohol use continues or increases ▪ The substance/alcohol misuse of siblings or other household members occasionally affects Child. 	<ul style="list-style-type: none"> ▪ Drug/alcohol use has escalated. ▪ The frequency of the known child's substance misuse is affecting their mental health, physical health and social wellbeing. ▪ Drug paraphernalia in their home, Child feeling unable to invite friends to the home, Child worrying about their parent/carer. ▪ Siblings' or other household members' drug or alcohol misuse is increasingly affecting Child. 	<ul style="list-style-type: none"> ▪ Child's substance misuse dependency puts them at such risk that intensive specialist resources are required. ▪ Parental drug and/or alcohol use is at a problematic level that they cannot carry out daily parenting. This could include blackouts, confusion, severe mood swings; drug paraphernalia not stored or disposed of, using drugs/ alcohol when their child is present, involving child in procuring illegal substances, and dangers of overdose. ▪ Substance misuse of siblings or other household members is significantly adversely affecting child.
Trafficking	<ul style="list-style-type: none"> ▪ Child/family are legally entitled to live in the country indefinitely and have full rights to education and public funds. 	<ul style="list-style-type: none"> ▪ Child/family's legal entitlement to stay in the country is temporary and/or restricts access to public funds placing Child and family under stress. 	<ul style="list-style-type: none"> ▪ Child/family's legal status puts them at risk of involuntary removal from the country (for example, asylum seeking families or illegal migrant/worker who may have been trafficked) ▪ The immigration status means they have limited financial resources/no recourse to public funds, which increases the vulnerability of Children to 	<ul style="list-style-type: none"> ▪ Family members are detained and at risk of deportation or Child is an unaccompanied asylum-seeker. ▪ Evidence that child has been exposed to, or involved, in criminal activity because of being trafficked into the country or to support themselves or generate income for family (e.g. illegal employment, CSE).

Concern	Level 1-Universal Child with no additional needs	Level 2-Targeted Child at low risk to vulnerable. Low-level additional needs not met in short term.	Level 3-Specialist Child has complex needs requiring long team specialist support	Level 4-Statutory Child has acute needs requiring intensive specialist / statutory involvement
<i>This list is only a quick reference guide. Remember there maybe multiple concerns.</i>				
			criminal activity (e.g. illegal employment, CSE).	
Young Carer	<ul style="list-style-type: none"> ▪ Child does not have any caring responsibilities 	<ul style="list-style-type: none"> ▪ Child occasionally has caring responsibilities for members of their family and this impacts on their opportunities ▪ Family are accessing support through either Brent Carers or other organisation 	<ul style="list-style-type: none"> ▪ Child's outcomes are adversely impacted on by their caring responsibilities. ▪ Family refuse to access support services. 	<ul style="list-style-type: none"> ▪ Child's outcomes are being adversely impacted on by their unsupported caring responsibilities which have been on-going for a lengthy period and are unlikely to end in the foreseeable future

**You can contact Haringey MASH (Multi-Agency Safeguarding Hub)
020 8937 4300**

(8.45am to 5.00pm Monday to Thursday 8.45am to 4.45pm Fridays)

Outside of normal office, hours contact Emergency Duty Team Tel: 020 8489 0000

Email: mashreferral@haringey.gcsx.gov.uk

Appendix 5: Policy Guidance on Female 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 6: 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 7: 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 identify
- 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 8: 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**



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:
<p>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.)</p>	
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



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

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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.

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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.

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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.
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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: _____