

# Bounds Green Federated Schools



## ***Safeguarding & Child Protection Policy***

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<b>Governor Responsible</b>	<b>Mark Chapman and Tracey Burton</b>
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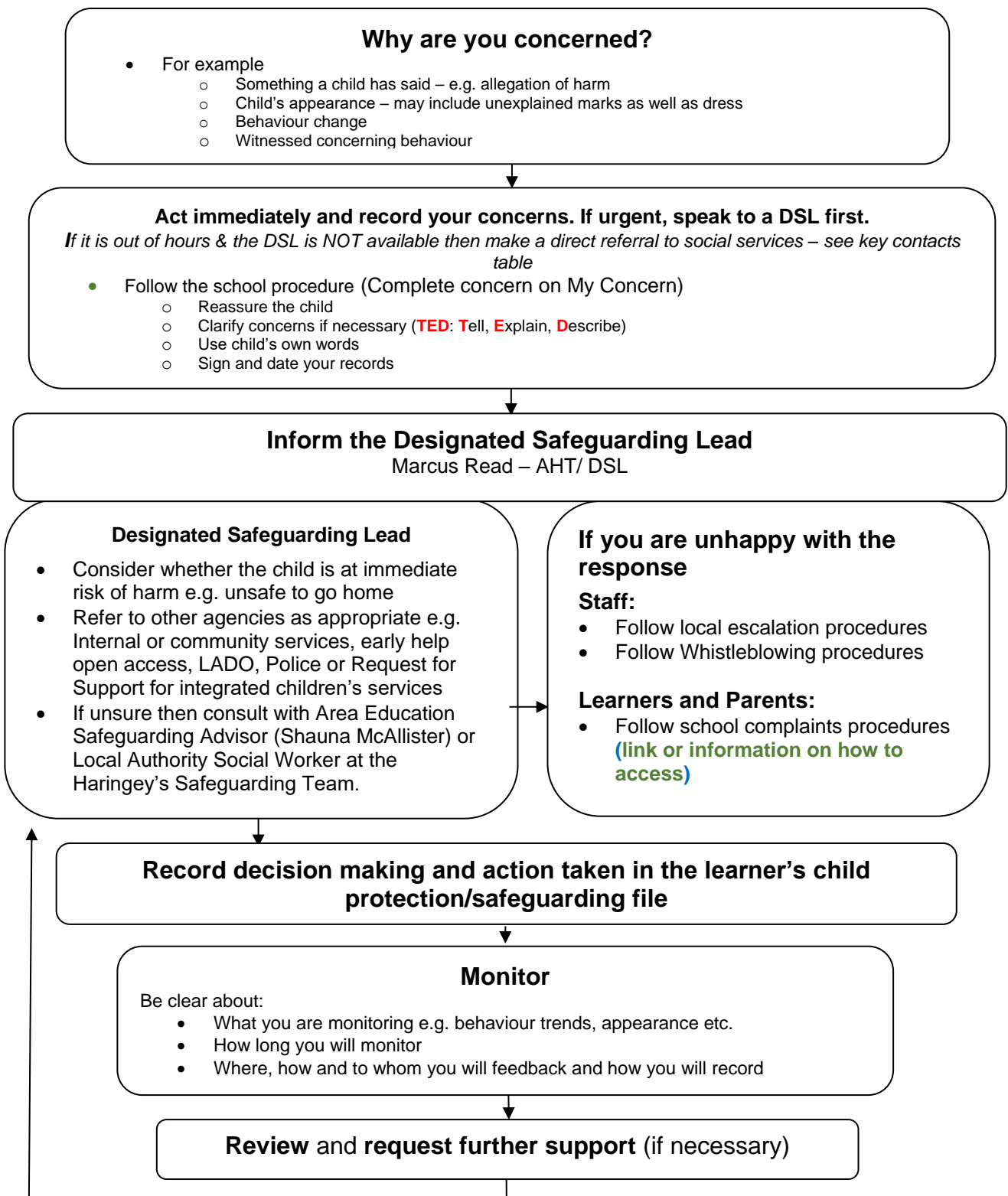
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## 1. Key Contacts

Post	Post holder	Contact details
<b>Head teacher / Head of School</b>	Nadine Lewis	0208 888 8824 <a href="mailto:headteacher@bopundsgreen.haringey.sch.uk">headteacher@bopundsgreen.haringey.sch.uk</a>
<b>Designated Safeguarding Lead (DSL)</b>	Marcus Read	0208 888 8824 <a href="mailto:marcus@boundsgreen.haringey.sch.uk">marcus@boundsgreen.haringey.sch.uk</a>
<b>Deputy on-site Safeguarding Lead (DDSL)</b>	Nadine Lewis Helen Chrysafi-Bartrip Elizabeth Luka Jess King	0208 888 8824 <a href="mailto:headteacher@boundsgreen.haringey.sch.uk">headteacher@boundsgreen.haringey.sch.uk</a> <a href="mailto:helen@boundsgreen.haringey.sch.uk">helen@boundsgreen.haringey.sch.uk</a> <a href="mailto:eluka@boundsgreen.haringey.sch.uk">eluka@boundsgreen.haringey.sch.uk</a> <a href="mailto:jking@boundsgreen.haringey.sch.uk">jking@boundsgreen.haringey.sch.uk</a>
<b>Deputy off-site Safeguarding Lead (DDSL)</b>	Marcus Read	<a href="mailto:marcus@boundsgreen.haringey.sch.uk">marcus@boundsgreen.haringey.sch.uk</a>
<b>Chair of Governors and Link Governor for Safeguarding</b>	Mark Chapman Tracey Burton	
<b>Local Authority Designated Officer (LADO)</b>	Shauna McAllister / John Srivastava	<a href="mailto:shauna.mcallister@Haringey.gov.uk">shauna.mcallister@Haringey.gov.uk</a> <a href="mailto:LADO@Haringey.gov.uk">LADO@Haringey.gov.uk</a> 020 8489 2968/1186
<b>Channel Helpline</b>		020 7340 7264
Haringey Local Safeguarding Children Board		8th floor, River Park House, 225, High Road, London N22 8HQ <a href="https://haringeyscp.org.uk/">https://haringeyscp.org.uk/</a> 020 8489 3145
<b>Haringey Council's Children's Services</b> Please only use the out of hour's number if you are calling outside of normal working hours. Your call will be logged and the operator will take brief details. An out of hour's social worker will ring you back.		<ul style="list-style-type: none"> <li>Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm <b>020 8489 4470</b></li> <li>Out of office hours, including weekends: <b>020 8489 0000</b></li> <li><b>Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999</b></li> </ul>
<b>Making a MASH referral</b>		<ul style="list-style-type: none"> <li>During your phone call (above) if you are a professional working with children you may be asked to complete a <b>MASH referral form</b> within 24 hours. This should be emailed securely to <a href="mailto:mashreferral@Haringey.gcsx.gov.uk">mashreferral@Haringey.gcsx.gov.uk</a></li> </ul>

## 2. What to do if you have a welfare concern in [Name of School]



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

### 3. Introduction and Ethos

- **The purpose of this policy is:**
  - To protect the safety, welfare and well-being of the pupils on roll at our school
  - To set out the school's overarching principles, approaches and systems to child protection and safeguarding across all aspects of school life.
  - To ensure staff are aware of their statutory safeguarding duties and responsibilities
  - To ensure staff are well-equipped and confident to recognise and report child protection concerns
  - To promote an open and listening culture where everyone can voice concerns in the knowledge they will believe, helped and supported.
- **Our core safeguarding principles are:**
  - **Promotion**
    - making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school
  - **Prevention**
    - Positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and 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 that 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 School 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 and other adults working with children at [name of school] are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Bounds Green Federated School 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 School recognises the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Bounds Green Federated School expects that if any member of our community has a safeguarding concern about any child or adult, they should act immediately. This includes out of hours when the DSL may not be available to speak to, in which case a direct referral should be made to social services – see contact details at the start of this policy.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2023 (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 governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2023.

#### 4. Legislation and guidance

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE Keeping Children Safe in Education 2023 (KCSIE)
  - Working Together to Safeguard Children 2018 (last updated 1 July 2022) (WTSC)
  - Ofsted: Education Inspection Framework' 2019 (revised June 2021)
  - Framework for the Assessment of Children in Need and their Families 2000)
  - Early Years and Foundation Stage Framework (EYFS) September 2021
  - The Education (Independent School Standards) Regulations 2014
  - The Non-Maintained Special Schools (England) Regulations 2015
  - Multi-agency statutory guidance on female genital mutilation (July 2020)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- Other legislation this policy is based on:

Legislation	What it covers
School Staffing (England) Regulations 2009	<ul style="list-style-type: none"> <li>• Lists what must be recorded on the single central record</li> <li>• The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.</li> </ul>
Children's Act 1989 (and 2004 amendment),	<ul style="list-style-type: none"> <li>• Provides the framework for the care and protection of children.</li> </ul>
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B(11))	<ul style="list-style-type: none"> <li>• Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.</li> </ul>
The Marriage and Civil Partnership (Minimum Age) Act 2022	<ul style="list-style-type: none"> <li>• Officially came into force on 27 February</li> <li>• This Act prohibits 16 and 17-year-olds from marrying or entering into a civil partnership, regardless of whether they have parental consent.</li> <li>• Also an offence to cause a child to marry before 18<sup>th</sup> birthday, also applies to non-binding unofficial marriage.</li> </ul>
Rehabilitation of Offenders Act 1974	<ul style="list-style-type: none"> <li>• Sets out when people with criminal convictions can work with children.</li> </ul>
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	<ul style="list-style-type: none"> <li>• Defines what 'regulated activity' is in relation to children</li> </ul>

#### 5. Human Rights, Equalities and Public Sector Equality Duty

- Bounds Green Federated School is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010 including its Public Sector Equality Duty) and the local multi-agency safeguarding arrangements in Haringey and other local authorities that pupils may reside in.
- The governing body and senior leaders recognise that, under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:
  - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
  - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
  - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
  - Protocol 1, Article 2: protects the right to education.
- The governing body and senior leaders recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.
- The governing body and senior leaders will adhere to the Equality Act, will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

- The governing body and senior leaders will pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, the governing body and senior leaders will give specific consideration to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

## 6. Related Safeguarding Policies

- This policy is one of an integrated suite of policies, reflecting the whole school approach to safeguarding. It should be read and actioned in conjunction with the policies as listed below: Anti-Bullying (is covered in behaviour policy) and in a child-on-child abuse policy
  - Attendance and punctuality (may include children missing in education)
  - Behaviour management (should now cover anti-bullying)
  - Curriculum policy
  - Data protection and Information sharing (could be covered in safeguarding policy)
  - First aid and managing medical needs
  - Health and safety, may include use of premises by other organisations
  - Image use
  - Managing/dealing with allegations against staff, must cover both allegations that cross the threshold of harm and low level concerns, also dealing with concerns against supply teachers and link back to code of conduct if allegation is unsubstantiated
  - Online safety policy including clarity in the leadership of online safety, Acceptable Use of Technology Policies (AUP), filtering and monitoring, opportunities to teach about online safety.
  - Child on-Child abuse policy, including sexual violence and sexual harassment and the school's anti-bullying strategy
  - Personal and intimate care
  - Personal, social and health education (PSHE), may cover wider opportunities to teaching about safeguarding
  - Relationships and Sex Education (RSE)
  - Risk assessments (e.g. school trips, use of technology)
  - Safer recruitment
  - Searching, screening and confiscation: maybe covered in Behaviour policy
  - Social media and Mobile technology
  - Special educational needs policy
  - Staff Code of Conduct (covers low level concerns)
  - Staff disciplinary policy
  - Use of physical restraint covered in Behaviour policy)
  - Whistleblowing

## 7. Definitions of safeguarding

- In line with KCSIE 2023, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
  - protecting children from maltreatment;
  - preventing impairment of children's mental and physical health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - Taking action to enable all children to have the best outcomes.
- Safeguarding is what we do to prevent children suffering or coming to harm.
- Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.
- The safeguarding partners that the school works with to safeguard its pupils as set out in KCSIE are: the local authority; the local clinical commissioning group; and the chief officer of Police for the area that falls under the local authority.
- Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs. *Section 8 and Appendix 1 provides a more detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.*



- At Bounds Green Federated School we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We also think carefully about the use of the term ‘**alleged perpetrator(s)**’ and where appropriate ‘**perpetrator(s)**’, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. In managing any incident we are prepared to use any term with which the individual child is most comfortable and on a case-by-case basis.

## 8. Informing staff and others of safeguarding policy

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them. All relevant policies are available on the safeguarding page on the schools website (<https://boundsgreenschool.co.uk/about-us/school-policy/safeguarding/>). Paper copies of policies are available in the Deputies Heads office,
- Visitors to the school site will be given a leaflet detailing our safeguarding arrangements, which also covers fire safety, first aid and health & safety. Visitors will be asked to sign to say they have read, understood and will adhere to these arrangements. **All visitors sign in electronically at the main office through In Ventry.**
- Parents/carers can obtain a copy of the school Safeguarding and Child Protection Policy downloaded from the school website together with other related policies, including for online safety, recruitment and child-on-child abuse. (<https://boundsgreenschool.co.uk/about-us/school-policy/safeguarding/>) Additionally, these and other policies are available from the school office on request.
- Pupils will be made aware of the school’s systems in age-appropriate ways through displays around the school site, verbally and via the school website. The DSL will ensure pupils have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions being taken.

## 9. Roles and Responsibilities

### The Governing Body

- The Governing Body takes responsibility for strategic leadership that is a ‘whole school approach’ for the school’s safeguarding arrangements and that these will comply with their duties under legislation and have full regard to KCSIE 2023. This includes ensuring the school’s policies, procedures and training are effective and comply with the law at all times.
- The Governing body will ensure the school’s systems enable pupils to report what is happening to them.
- The Governing body will ensure the appointed Designated Safeguarding Lead is a senior member of staff. The role of the Designated Safeguarding Lead (and deputies) is set out in KCSIE Annex C, summarised in the section below and will be made explicit in the post holder’s job description.
- Bounds Green Federated School has a nominated governor for safeguarding. The nominated governor(s) will support the Designated Safeguarding Lead and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- All governors will undertake safeguarding training and additional training on specific issues, such as online safety and Prevent. This will be part of ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Governing Body.
- The governing body will take an active role in monitoring safeguarding arrangements and providing support to the Designated Safeguarding Lead in line with Part 2 KCSIE 2023. This will include visits to school, regular contact with the Designated Safeguarding Lead and other staff working to protect children and reviewing information provided to them concerning pupils’ welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.
- The governing body and leadership team at Bounds Green Federated School recognises the significant level of responsibility of the Designated Safeguarding Lead role. They will ensure the post holder (and any deputies) are given the additional time, funding, training, resources, and support needed to carry out the role effectively. They will also ensure there is adequate cover if the Designated Safeguarding Lead is absent.

### Head teacher

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

### **Designated Safeguarding Lead (DSL)**

- The school has appointed a member of the leadership team Marcus Read (Assistant Head for Inclusion) as the Designated Safeguarding Lead (DSL). Additionally, the school have appointed Deputy DSLs; Nadine Lewis (Head Teacher), Helen Chrysafi-Bartrip (Deputy Head Teacher) Jess Kind (Assistant Head) and Liz Luka (Assistant Head) who will have delegated responsibilities and act in the DSLs absence.
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in Bounds Green Federated 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. Job descriptions that align to KCSIE 2023 Annex C are set out below and in place for the DSL and deputy DSLs.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be 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 DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- The DSL will provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.
- The Head Teacher will be kept informed of any significant issues by the DSL.
- During term time the designated safeguarding lead (or a deputy) will always be available (during school/office hours) for staff in the school to discuss any safeguarding concerns. This will be in person, in very exceptional circumstances this maybe by telephone. The school will inform parents of out of hours reporting arrangements and cover arrangements for out of hours/out of term activities.

- **Manage referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required,
- Where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

- **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- Liaise with the Head Teacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance - PACE Code C 2019.
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the head teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college<sup>154</sup>. This includes:
  - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort,
  - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

- **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Concerns and referrals are kept in a separate child protection file for each child. Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in section XX of this policy.

Where children leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs coordinators (SENCO's) are aware as required.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

- **Raising awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

- **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) will also undertake Prevent awareness training. Training will provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

- **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- **Understanding the views of children**

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

## **Members of Staff**

- All members of staff have a responsibility to:
  - Provide a safe environment in which children can learn.
  - Be aware it can happen here and safeguarding is everyone's responsibility.
  - Build trusted relationships with children and young people that facilitates communication.
  - Undertake appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and

responsibilities in relation to filtering and monitoring) at induction and ongoing regular updates as required, and at least annually, so that have the relevant skills and knowledge to safeguard children effectively.

- Actively promote the welfare and safeguarding of pupils, including their online safety,
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Be aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
- To exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.
- Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting any form of abuse and/or neglect; and never make a child feel ashamed for making a report.
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
- Understand the early help process and their role in it.
- Understand the school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- Understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 or Annex A (for some staff) and Annex B.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

### **Children and Young People**

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

### **Parents and Carers**

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

## **10. Recognising Indicators of abuse and neglect**

- All staff at Bounds Green Federated School are made aware of the definitions and indicators of abuse and neglect (see below), as identified by Working Together to Safeguard Children (2018; updated 1 July 2022) and Keeping Children Safe in Education (KCSIE) 2023.
- **All** staff understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online.
- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- Bounds Green Federated School recognises 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

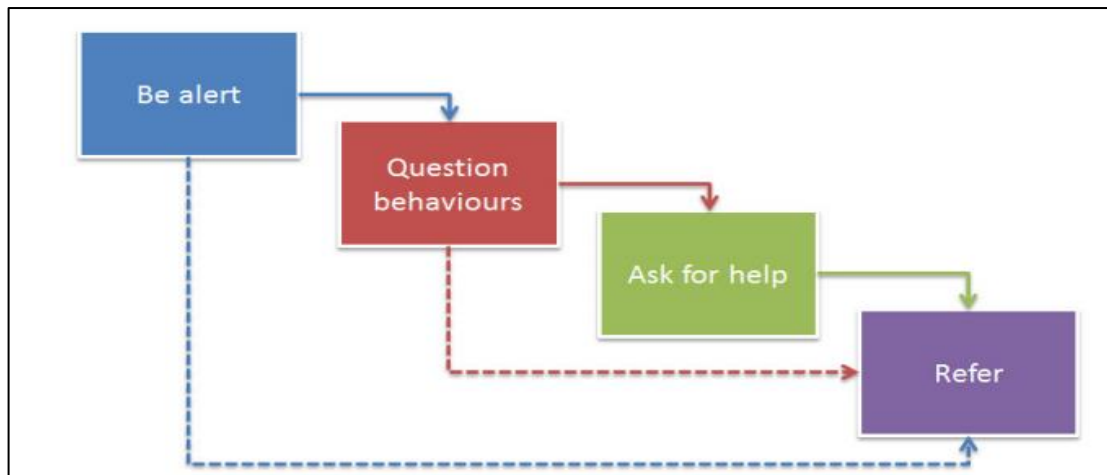
The school recognises that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

For further information see Appendix 1 of this policy and Appendix 7 for links to advice and support.

- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. A wider range of specific issues includes (but not limited to):
 

<ul style="list-style-type: none"> <li>▪ Child abduction and community safety incidents</li> <li>▪ Children with family members in prison</li> <li>▪ Children Missing Education (CME)</li> <li>▪ Child missing from home or care</li> <li>▪ Child Sexual Exploitation (CSE)</li> <li>▪ Child Criminal Exploitation (CCE)</li> <li>▪ County Lines</li> <li>▪ Cybercrime</li> <li>▪ Domestic abuse</li> <li>▪ Faith based abuse</li> <li>▪ Female Genital Mutilation (FGM)</li> <li>▪ Forced marriage</li> <li>▪ Gangs and youth violence</li> <li>▪ Gender based abuse and violence against women and girls</li> </ul>	<ul style="list-style-type: none"> <li>▪ Homelessness</li> <li>▪ Honour based abuse (so called)</li> <li>▪ Mental health</li> <li>▪ Modern slavery &amp; the National Referral Mechanism</li> <li>▪ Online safety (including awareness of the school's systems for filtering and monitoring)</li> <li>▪ Child-on-child abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)</li> <li>▪ Preventing radicalisation and extremism</li> <li>▪ Relationship abuse</li> <li>▪ Serious Violence</li> <li>▪ Sexual Violence and Sexual Harassment</li> <li>▪ Up skirting</li> <li>▪ Youth produced sexual imagery, nudes/semi-nudes ("Sexting")</li> </ul>
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- Additional information on these safeguarding issues and information on other safeguarding issues is included in KCSIE Annex B and Appendix 2 of this policy.
- 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.
- **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

- 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.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child (taken from 'What to do if you are worried a child is being abused' DfE 2015)



- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.**

## 11. Child protection procedures – taking action

- Bounds Green Federated School adheres to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://haringeyscp.org.uk/>
- Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections should they identify or have a worry about a child protection issue. The actions staff and other adults should take if there are any safeguarding concerns about a pupil are listed below. This will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).
- All staff are made aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Bounds Green Federated School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

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

- As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must let the DSL know immediately.
- The member of staff must make a record of what the child (ideally contemporaneously) is telling them/has told them and also record this on **My Concern** as soon as possible after the alert to the DSL. The

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

- The DSL, along with the relevant Deputy DSLs will review the case and decide on the next steps. If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Haringey's Safeguarding Team) and/or the police in line with Haringey LA procedures.
- If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral. The contact numbers for the MASH team are listed on Page 2 of this policy. During this call you should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm. During your phone call if you are a professional working with children you may be asked to complete a **MASH referral form** within 24 hours. This should be emailed securely to [mashreferral@Haringey.gcsx.gov.uk](mailto:mashreferral@Haringey.gcsx.gov.uk).
- Any member of staff/adult making a **direct referral to the MASH team** must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

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

- Staff must be vigilant at all times. In doing this staff may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.
- Staff must follow school procedures and record the concern on My Concerns. The DSL will ensure that there is continuous monitoring of the My Concerns throughout the day so no concerns are missed and any necessary actions are taken. The member of staff should not hesitate in also discussing their concern with the DSL or deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

#### **Guidance on receiving a disclosure from a child**

Staff should follow this approach:

- Listen to what the child has to say. Allow them time to talk freely and do not ask leading questions. Reassure the child that they are doing the right thing in telling you. Let them know they are being taken seriously and that nothing they say is or will cause a problem. Do not tell them they should have told you sooner.
- Stay calm and do not show that you are shocked or upset. Do not in any circumstance promise to keep what they have told you a secret. Explain you will have to pass this information on and what will happen next.
- If possible, make a handwritten record as the child speaks. If this is not possible, make a handwritten record as soon as possible afterwards. Follow the school procedure to also make a report on My Concerns.
- Speak to a DSL or deputy DSL immediately if the child is in **immediate risk** or **has been harmed** as noted above.
- Under no circumstances should the staff member undertake any investigation into the concern.
- Any allegations about staff must be reported directly to the head teacher, or in their absence, a deputy head teacher, unless the allegation is against the head teacher in which case the chair of governors should be informed. See later section.

#### **Action if a concern about a child has been identified**

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

#### **Making a record of a concern or disclosure**

- Any child protection concerns should be entered into My Concerns. If the concern is a direct disclosure from a child then this should be recorded in writing so there is a contemporaneous record of the disclosure, which can be used as evidence should a case go to court. Ideally, this should be on school forms which can be found on school Safeguarding Share Point (Templates and as an appendix at the end



of the policy). The start, end time, location and date should be added to the report. A summary of the report should be made on My Concerns and the DSL or deputy informed immediately.

### **Early Help Assessments**

- The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL.
- If the DSL views that an early help assessment is appropriate they or the deputy DSL will lead on liaising with other agencies and in setting up inter-agency assessment, as require. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.
- The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey's Safeguarding Team.

### **12. Notifying parents and carers of child protection concerns**

- Parents/carers will be informed of child protection concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation. Such discussions will be undertaken by the DSL or deputy DSL, although this may be delegated to another member of staff who is part of the safeguarding team, and maybe already working in with the family.
- The DSL will liaise with Haringey safeguarding team, before making a decision not to inform parents/carers of a child protection concern.
- 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 normally be notified in the case of allegations of abuse made against other pupils, unless it is unsafe to do so. The same applies to the person(s) the allegation is made against if they are a child.

### **13. Confidentiality information sharing and record keeping**

#### **Confidentiality**

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The Head teacher or DSL (and DDSL and members of the safeguarding Team) will share information about a child on a 'need to know' basis to help maintain confidentiality.
- Confidentiality is also addressed in this policy with respect to record-keeping below and allegations of abuse against staff in the section below and in the school's policy. Appendix 4: Allegations of abuse made against staff and Staff Code of Conduct 2023-24.

#### **Information Sharing**

- Bounds Green Federated School recognises 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 2023.
- The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.
- Staff should never promise a student that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:
  - their disclosure will be taken seriously, and it is **not** creating a problem
  - their disclosure will only be shared with relevant staff
  - staff will be sensitive to their feelings and concerns
  - their wishes will be heard
  - They will be kept informed of actions and support.

- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.
- Bounds Green Federated School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. Bounds Green Federated Schools DPO is provided by Judicium.
- DfE Guidance on Information Sharing (July 2018) provides further detail. The 7 'golden rules' for sharing information, and can support staff who have to make decisions about sharing information Bounds Green Federated Schools website on the safeguarding page a copy of the policy is available on request from the office, the Deputies Heads office and on the schools website Safeguarding page - <https://boundsgreenschool.co.uk/about-us/school-policy/safeguarding/>
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputies).

### **Record keeping**

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing contemporaneously (this may be used as evidence if the disclosure becomes a Police matter) on the school safeguarding system My Concern and passed without delay to the DSL. This should include speaking to the DSL. A body map will be completed if injuries have been observed, when completing My Concern record.
- Records must be completed at the time using the child's words and shared as soon as possible after the incident/event. The record must be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL (a DDSLs). Safeguarding records are shared with staff on a 'need to know' basis only.
- Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.
- All safeguarding records will be transferred 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.

### **14. Multi-Agency Working**

- Bounds Green Federated School recognises and is committed to its responsibility to work within the Haringey LA multi-agency safeguarding arrangements. The leadership team and DSL and DDSLs will work to establish strong and co-operative local relationships with professionals in the safeguarding partners and other agencies and sources of support in line with statutory guidance.
- The school recognises the importance of multi-agency and partnership working and is committed to working alongside all 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.

### **15. Staff Induction, Awareness and Training**

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2023) (or for at the discretion of the Governing Body Annex A instead) which covers safeguarding information for all staff.
  - School leaders, including the DSL will read the entire KCSIE document.
  - School leaders and all members of staff who work directly with children will also be expected to read Annex B within Keeping Children Safe in Education 2023.
  - All members of staff have signed to confirm that they have read and understood KCSIE Part One (or Annex A) and Annex B. Staff complete sign off of read documents through Safe Smart online portal. All safeguarding related policies and KCSIE 2023 are share, read and signed by all staff, Governors. Volunteer's sign they have read through Volunteers policy.
- **All staff** are expected to be aware of systems within their school which support safeguarding. This will be explained to them as part of staff induction and updated on a regular to ensure they are fully aware of current practice. This includes:
  - safeguarding and child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse
  - behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)–
  - safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
  - staff behaviour policy (often known as code of conduct) – this should include low-level concerns, allegations against staff and whistle blowing
  - Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- The school aims to keep the profile and importance of safeguarding high with staff, pupils, parents, governors/trustees, visitors and other adults who are associated or work with the school.
- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Basic child protection taking will take place annually including online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- In addition, a range of other specific safeguarding issues have been prioritised by leaders as most pertinent to the school. This includes training in Prevent, mental health, child-on-child abuse, on-line safety and domestic violence.
- All staff will receive regular safeguarding and child protection **updates (Weekly business meetings, e-bulletins planned staff training and insets)** to provide them with relevant skills and knowledge to safeguard children effectively.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.
- All staff members (including volunteers, agency and third-party staff) will be made aware of the **school** expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP)/online safety.
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies: through training with specialist, sharing of good practice, DSL attends LA DSL forum regularly.
- The DSL and Head teacher will provide regular reports to the governing body and senior leaders through linked governor meetings and governor reporting detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead(s) for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## 16. Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school staff code of conduct. Helpful guidance (updated in February 2022 and supported by the DfE) can be found on the Safer Recruitment Consortium website ([saferrecruitmentconsortium.org](https://saferrecruitmentconsortium.org))

- Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff behaviour policy, Acceptable Use/online safety policies, and Social Media.

## 17. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
  - All staff are supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.

## 18. Online safety

- It is recognised by Bounds Green Federated School that the use of technology presents challenges and risks to children and adults both inside and outside of school. As a school we will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in:
  - The online safety policy
  - Mobile phone and social media policy
  - Use of images policy
  - Remote learning policy
  - Threaded through other policies, including policies for the curriculum, subject teaching, behaviour, child-on-child abuse and RSE/PSHE.
  - Role and responsibilities of the DSL
  - Parental engagement policy
- The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:
  - **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
  - **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
  - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
  - **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.
- The DSL and Computing Lead has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- Bounds Green Federated School uses a wide range of technology. This includes laptops, tablets, Chromebooks, the internet, our learning platform, intranet, email systems, messaging systems and other digital devices and systems. All school owned devices and systems will be used in accordance with our

acceptable use policies and with school's appropriate safety and security measures in place. All devices owned by staff, pupils and visitors will also be used in accordance with our acceptable use policies and the appropriate safety and security measures.

- Bounds Green Federated School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2023 and EYFS 2021 appropriate policies in place that are shared and understood by all members of the community. Further information regarding the specific approaches relating to this can be found in our online safety, social media and acceptable use policy. Which can be found on the Bounds Green Federated Schools website on the safeguarding page a copy of the policy is available on request from the office, the Deputies Heads office and on the schools website Safeguarding page - <https://boundsgreenschool.co.uk/about-us/school-policy/safeguarding/>
- Bounds Green Federated School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place and that these meet the DfE [standards for filtering and monitoring](#) (March 2023). These are:
  1. Identify and assign roles and responsibilities to manage filtering and monitoring systems.
  2. Review filtering and monitoring provision at least annually.
  3. Block harmful and inappropriate content without unreasonably impacting teaching and learning.
  4. have effective monitoring strategies in place that meet their safeguarding needs
- To ensure we meet the standards for filtering and monitoring, we will:
  - consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks
  - be informed in part, by the risk assessment required by the Prevent Duty
  - ensure the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
  - Inform all users that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
  - require pupils, staff and visitors if they discover unsuitable sites or material,
    - to follow the school procedures: to inform the DSL and Computing lead
    - report the concern immediately to a member of staff
    - report the URL of the site to technical staff/services
  - Record and report to the DSL and appropriate technical staff, any filtering breaches or concerns identified through our monitoring approaches.
  - Immediately report any access to material believed to be illegal to the appropriate agencies, such as the [Internet Watch Foundation](#) and the Police.
  - ensure that in implementing appropriate filtering and monitoring - "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
  - regularly check on the effectiveness of the filtering and monitoring systems
  - Review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.
- Bounds Green Federated School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety. Strategies will include:
  - Pupils will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
  - Pupils' internet use will be supervised by staff according to their age and ability.
  - Pupils will be directed to use age-appropriate online resources and tools by staff.

- Bounds Green Federated School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
- Bounds Green Federated School will build a partnership approach to online safety and will support parents/carers to become aware and alert by: Shared information through school communication systems to parent/ carers. Shared information regarding planned events for online safety. Key information about parent workshops.
- Bounds Green Federated School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach. This will include amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as child-on-child abuse 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.
- Bounds Green Federated School will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. We will adopt the following approach and make use of HEP Audit Tool audit tool and SWGfL 360° audit tool.

## 19. Remote Learning

- Bounds Green Federated School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using **school** provided or approved communication channels; for example, **school** provided email accounts and phone numbers **and an** agreed systems; **Google Classroom**. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school Staff code of conduct and Acceptable Use and online safety policies. When delivering remote learning, staff will follow our policy and guidance for remote learning.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be informed who from the **school** their child is going to be interacting with online and who they contact in case they need help and/or support.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

## 20. Safeguarding Children with Special Educational Needs and Disabilities or Health Issues

- Bounds Green Federated School acknowledges that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
  - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
  - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
  - Communication barriers and difficulties in managing or reporting these challenges.
  - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

- 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.
- Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities. Details of support and provision can be found in the school's SEND policy and annual report.
- The DSL (or deputy) will work closely with the SENCo Bounds Green Federated School to share information and plan support and monitor as required.

## **21. Mental health and children requiring mental health support**

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are made aware of how children's experiences, can impact on their mental health, behaviour, attendance and progress in school. Staff will be given regular training in mental health issues and how to recognise when child's mental health may be at risk.
- The school has appointed a lead for mental health, who has been/is being trained to have the knowledge and skills to promote and lead on wellbeing and mental health across the school.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.
- The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying. Through behaviour workshops, Planned PSHE lessons, social skills groups and school ethos.
- The school has in place a range of ways to support children's mental health both within and beyond the school. This includes routes to escalate and clear referral and accountability systems. Through the school Learning Mentor, Self-referral groups in Yr. 5 and 6 with CORAM Creative therapies and

## **22. Children in need of a social worker (Child in Need and Child Protection Plans)**

- The school recognises that pupils may need a social worker due to safeguarding or welfare needs and that children may need help due to abuse. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child' safety, well-being, welfare and educational outcomes.

## **23. Looked after children, previously looked after children and care leavers**

- Bounds Green Federated School will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe.
- The DSL has details of a child's social worker and relevant Virtual School Heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The school has appointed a designated teacher, Marcus Read (Assistant Head for Inclusion) who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The designated teacher will have the relevant qualifications and experience and receive appropriate training to perform the role. The designated teacher will:
  - Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
  - Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child's well-being and progress. This includes (from June 2021) a non-

statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

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

## 24. Children who are absent from education

- All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This might include abuse or neglect, such as sexual abuse or exploitation or student criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. See also information in Appendix 2 of this policy or KCSIE Annex B (page 144).
- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home and home visits.
- The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being and safety of pupils. The school will therefore hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil.
- The school is aware of its duty to report any missing children to the local authority. Full details of these systems for monitoring and supporting children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the school's attendance policy. (<http://boundsgreen.creativeschools.co.uk/about-us/school-policy/school-policies/>)

## 25. Child-on-Child Abuse

- All members of staff at Bounds Green Federated School recognise that children can abuse their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.
- All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:
  - That even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
  - The importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
  - That some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.
  - That children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.
- In line with KCSIE 2023 the school recognises that child-on-child abuse is likely to include, but may not be limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - sexual violence
  - sexual harassment
  - up skirting
  - consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Paragraph 35 fully details the types and forms of child-on-child abuse can take that staff should be aware of can be found the school's child-on-child abuse policy and Appendix 5 of this policy.



- When responding to concerns relating to child on child sexual violence or harassment, school will follow the procedures set out in the school's child-on-child abuse policy and Appendix 5 of this policy. This follows the guidance outlined in KCSIE 2023 Part 5.
- The school recognises consensual and non-consensual sharing of nudes and semi nude's images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy). The school will follow its protocol which follows the following advice [DfE Searching Screening and Confiscation Advice](#) (updated July 2022) and [UKCIS Education Group Sharing nudes and semi-nudes advice for education settings..](#)

Appendix five lists the requirements in more detail for the school's approach to child-on-child abuse. This covers the school response, pastoral support, working with parents/carers, and in cases of sexual assault, informing the police and/or Haringey's Safeguarding Team. <https://boundsgreenschool.co.uk/about-us/school-policy/safeguarding/>

## 26. Children who are lesbian, gay, bi, or trans (LGBT)

- A child or a young person within Bounds Green Federated School may be LGBT. The school acknowledges that this in itself is not an inherent risk factor for harm. However, the school recognises that children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
- LGBT inclusion is part of the school's [Relationships Education, Relationship and Sex Education and Health Education](#) curriculum.

## 27. Gangs, County Lines, Serious violence, Crime and Exploitation

- Bounds Green Federated School recognises the impact of gangs, county lines, serious violence, crime and sexual exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively (see further information in Appendix 2):
  - 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.

## 28. Female genital mutilation (FGM)

- All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms, the actions they must take and the MANDATORY duty to reporting any concerns to the Police under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers (and all other staff and adults associated with the school). If a teacher or any member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out (or maybe carried out) on a girl under the age of 18, the teacher/member of staff **must** report this to the police. Those failing to report such cases may face disciplinary sanctions.
- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk).

- Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.
- See Appendix B for further details of so-called 'honour'-based abuse and forced marriage. KCSIE refers only to teachers but in most schools have staff (and other adults such as contractors and trainees) in a range of roles provide support to pupils – this to make it clear that this is everyone's responsibility.

## 29. Preventing radicalisation

- Children are vulnerable to extremist ideology and radicalisation Schools have a duty to prevent pupils from being drawn into terrorism. Appendix 2 sets more details for staff on preventing radicalisation.
- The DSL will undertake Prevent awareness training and make sure that staff are appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.
- The DSL (and any deputies) are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school's wider safeguarding obligations. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. An individual will be required to provide their consent before any support delivered through the programme is provided.
- The DSL will ensure a detailed Prevent risk assessment is undertaken and reviewed at least annually. This includes the risks posed by pupils' access to the internet and social media and the school's mitigating actions, such a monitoring and filtering internet use.

## 30. Use of reasonable force

- The school has in place a policy for the use of reasonable force which enables and supports staff to make appropriate physical contact and use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- The school's policy follows DfE guidance [Use of reasonable force in schools](#), and includes:
  - response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or with medical conditions,
  - duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
  - Positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force.

## 31. Curriculum – Opportunities to Teach Safeguarding

- We recognise that **schools** 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. This is a crucial part of preventative education.
- Has put in place a whole school approach to helping pupils understand how to keep themselves safe. This aims to prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- The school's approach to teaching pupils about safeguarding, including online safety, is part of providing a broad and balanced curriculum. The detail of this is set out in detail in the policy/policies for Curriculum/RSE/PSHE/online safety. The school makes use of published guidance to develop and deliver this provision, including for RSE, PSHE, and teaching online safety.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- The school recognises that one size does not fit all and takes a personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices.

- The school has implemented the mandatory DfE Relationships Education/Relationships, Sex and Health Education curriculum. The school is embedding this into all aspects of the curriculum to ensure equality, age-appropriate and full experiences for all pupils. Further details are given in our SMSC, RSE and PSHE curriculum policies.
- Our school systems support children to talk to about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

### **32. Alternative provision**

- Bounds Green Federated School sometimes places pupils in alternative provision either on a full or part time basis. The school recognises the additional vulnerabilities of these pupils and that the responsibility for their safeguarding remains with the school. The school has put in place checks to ensure the provider meets the needs of each pupil and there is regular communication on their welfare, well-being and safety.
- This also applies to children who cannot attend school for health reasons, and will be considered on a case by case basis.

### **33. Elective home education**

- If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of additional needs of child with SEND and/or social worker, transition support, and informing the LA (*requirement to notify LA on removal from roll*). This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

### **34. Private fostering and host families**

- Private fostering is defined as when someone who is not a parent or a 'close relative' (e.g. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to LA of any such arrangements the school learns about.
- If the school makes arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. For example, as part of a foreign exchange visit or sports tour. This is often described as 'homestay' arrangements. The school will follow the guidance set out in Annex D of KCSIE.

### **35. Safer Recruitment**

- Bounds Green Federated School is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers, this includes agency staff, contractors and third party staff) who are safe to work with our learners and staff.
- Bounds Green Federated School will follow the guidance in Keeping Children Safe in Education 2023 (Part Three 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).
- The governing body/proprietor/leadership/management committee and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The governing body/proprietor/leadership/management committee will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- Bounds Green Federated School are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.

- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.
- The full policy is provided in a separate policy and Appendix 3 of this policy.

### **36. Concerns and allegations against members of staff and adults in the school**

- Bounds Green Federated School recognises that it is possible for any member of staff or adult working on behalf of the school, including volunteers, governors, contractors, agency and third party staff (including supply teachers), visitors and contractors, 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.
- At Bounds Green Federated School we have processes in place for continuous vigilance, so we can maintain environment that deters and prevents abuse and challenges inappropriate behaviour. To do this we aim to create the right culture and environment so that staff feel comfortable to discuss matters both within and, where it is appropriate, outside the workplace (including online) which may have implications for the safeguarding of children. All staff and volunteers should feel able to raise concerns about poor or unsafe practice (including online) and potential failures in the school safeguarding regime. The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistle blowing - see section below.
- Allegations should be referred immediately to the Head teacher 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 Head teacher, staff are advised that allegations should be reported to the chair of governors/chair of the management committee/proprietor of an independent school who will contact the LADO.
- The school's procedures are consistent with local safeguarding procedures and practice guidance. In line with KCSIE 2023, we have policy and procedures in place that covers:
  - Allegations that may meet the harms threshold
  - Concerns that do not meet the harm threshold
  - School adheres to Part 4 and Appendix 5 of KCSIE 2023

#### **Duty to refer to the Disclosure and Barring Service**

- Bounds Green Federated School has a legal requirement to refer to the Disclosure and Barring Service (DBS) where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
  - engaged in relevant conduct in relation to children and/or adults,
  - satisfied the harm test in relation to children and/or vulnerable adults; or
  - Been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.
- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.
- The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

#### **Duty to consider referral to the Teaching Regulation Agency**

- If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services

had they not left first, consideration will **be** given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

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

### 37. Whistle blowing

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing and be secure that such concerns will always be taken seriously by the leadership team. Wrong-doing covered by this 'public interest disclosure' includes:
  - someone's health and safety is in danger;
  - damage to the environment
  - a criminal offence (e.g. fraud)
  - not obeying the law;
  - covering up wrong-doing
  - misusing public funds
  - actions that negatively affect the welfare of children
- All members of staff are made aware of the **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. Making allegations about a colleague that is later proven to be unsubstantiated, may be considered a disciplinary offence.
- The DfE provides advice to staff who feel they need to raise concerns: Whistleblowing procedure for maintained schools [Whistleblowing procedure for maintained schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and Whistleblowing [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk).
- Staff should raise concerns with
  - Line Manger
  - Specified person (or governor) in school such as the head teacher or DSL
  - Local Authority
  - Union or Professional Association
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### 38. The use of premises by other organisations

- Where services or activities are provided under the direct supervision/management of staff the school arrangements for child protection will apply.
- Where services or activities are provided separately by another body using the school premises, the Head teacher and governing body/leadership/management committee will:
  - Seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
  - put in place arrangements for the organisation to liaise with the school on safeguarding matters
  - Include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use premises will be refused.

These arrangements apply regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

The school will follow its safeguarding policies and procedures, including informing the LADO, relating to any incident(s) that happen when an individual or organisation is using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).

Safeguarding contacts and policy as part of the letting contract.

### 39. Site security and arrangements for visitors

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within paragraphs 281-286 of KCSIE 2021. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be provided with a leaflet outlining the school's safeguarding and child protection arrangements. All visitors are expected to follow these school arrangements.
- The head teacher will use their professional judgement to decide on access arrangements and if a visitor should be supervised and/or escorted. DBS information is requested for all planned visitors, visitors must sign in at reception. Access arrangements determined on risk assessment.
- The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (e.g. for multiple sessions).
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

#### **40. Complaints**

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the school website in policies and a hard copy is available via the school office on request.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy or Appendix 5 or this policy.

#### **41. Policy Monitoring and Review**

- This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.
- The DSL and deputy DSL(S), safeguarding team, including the SENCo meet two weekly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans. Pastoral teams meet weekly to check and review any emerging patterns which may suggest a safeguarding concern, issues may include attendance, behaviour, peer relationships and concerns raised by staff. Amend to school approach
- The Designated Safeguarding Lead and Head teacher will provide regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility. Amend to school approach
- The governing body understands its responsibilities and duties as set out in KCSIE 2023 to ensure the effectiveness of the school's safeguarding arrangements, including those for online safety, In addition to the regular reports you safeguarding provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements. This will include: meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/r surveys, use of an audit tool, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life (such as subject meetings or SENCo meeting), termly checks of the SCR, review of school data and use of an external consultant.

# Appendix 1: Categories & Indicators of Abuse and Neglect

**All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.**

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

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

## **Signs that MAY INDICATE physical abuse**

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

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

## **Signs that MAY INDICATE emotional abuse**

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

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

involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

#### **Signs that MAY INDICATE Sexual Abuse**

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

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

#### **Signs that MAY INDICATE neglect.**

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



## Appendix 2: Specific safeguarding issues (KCSIE Annex B)

This text is taken from Annex B of KCSIE (updated for KCSIE 2023) which contains important additional information about specific forms of abuse and safeguarding issues.

School leaders and those staff who work directly with children should read this Annex.

As per Part one of this guidance, **if staff have any concerns about a child's welfare, they should act on them immediately**. They should follow the school's child protection policy and speak to the designated safeguarding lead (or a deputy) - see section 11.

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Contact details are given in table at front of this policy,**

### Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and

- Regularly miss school or education or do not take part in education.

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

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

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

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

Further information on signs of a child's involvement in sexual exploitation is available in

Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

## County lines

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

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#)

## Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Children who are absent from education**

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

### **Children with family members in prison**

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

### **Cybercrime**

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

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

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

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

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

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

## Domestic abuse

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

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

### Operation Encompass

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children’s social care if they are concerned about a child’s welfare. More information about the scheme and how schools can become involved is available on the [Operation Encompass website](#).

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

### National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)

- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

## Homelessness

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

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

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

## Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England<sup>1</sup> has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Every Mind Matters](#) for links to all materials and lesson plans.

## Modern Slavery and the National Referral Mechanism

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

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<sup>1</sup> Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged.

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

## Preventing radicalisation

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

**Extremism**<sup>2</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation**<sup>3</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism**<sup>4</sup> is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are [possible indicators](#) that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) [making a Prevent referral](#).

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

## The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>5</sup> to the need to prevent people from being drawn into terrorism".<sup>6</sup> This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves with the [Prevent duty](#)

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<sup>2</sup> As defined in the Government's [Prevent Duty Guidance for England and Wales](#).

<sup>3</sup> As defined in the [Government's Prevent Duty Guidance for England and Wales](#).

<sup>4</sup> As defined in the Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>

<sup>5</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>6</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

[guidance: for further education institutions in England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school's or colleges designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

## Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#).

## Additional support

[The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

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

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

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

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

London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for learning \(lgfl.net\)](#)).

## Sexual violence and sexual harassment between children in schools

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

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

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

## Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- Having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. The [Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.



The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

## **So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called ‘honour’-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Actions**

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>7</sup> that requires a different approach (see below).

### **FGM**

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

### **FGM mandatory reporting duty for teachers**

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>8</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or colleges designated safeguarding lead (or a deputy) and involve local authority children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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<sup>7</sup> Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

<sup>8</sup> Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

### **Forced marriage**

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

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](#) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk).

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

## Appendix 3: Safer recruitment

Policy should cover full details of every step in the recruitment process from advert to completion of pre-employment checks and recording on SCR, and systems for checking all other adults who may work in the school as listed in **Part 3** also **Part 2 Para 101 second bullet**.

Part 3 remains divided into four sections which should be reflected in the safer recruitment policy. These are detailed below. Schools should check their processes to ensure they comply with the guidance and tailored to their current policy accordingly. To assist schools the KCSIE paragraphs are given in red.

*Advice: To protect the school there should be a note in policy to cover an applicant not fully/accurately declaring or misrepresent themselves or providing any incorrect details, both during and after the recruitment process is likely to be subject to a disciplinary office.*

<b>Section I Recruitment and selection processes</b>
<p>Commitment to recruit suitable people <b>Para 206 and 207</b>            Details of training for staff involved in recruitment, including at least one person on an interview panel has completed safer recruitment training <b>Para 208-209</b></p>
<p><b>Advert Para 210-211</b>            Define role including job description and person specification covering</p> <ul style="list-style-type: none"> <li>- the skills, abilities, experience, attitude, and behaviors required for the post; and</li> <li>- the safeguarding requirements</li> <li>- Whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.</li> </ul>
<p><b>Application forms Para 210-215</b>            Policy should include:</p> <ul style="list-style-type: none"> <li>- statement advising applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children</li> <li>- how copy of child protection policy and practices and policy on employment of ex-offenders are provided to applicants</li> <li>- the information applicants are required to provide: personal details, current and former names, current address and national insurance number; details of their present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment; qualifications, the awarding body and date of award; details of referees/references; and a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.</li> <li>- Note that CVs will not be accepted without an accompanying completed application form.</li> </ul> <p><i>Note: Schools and colleges should not accept copies of curriculum vitae in place of an application form.</i></p>
<p><b>Shortlisting Para 216- 221</b>            Policy should cover the school's approach to shortlisting:</p> <ul style="list-style-type: none"> <li>- That shortlisted candidates (not others <b>para 216</b> should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.  <i>Advice: maybe helpful to include examples or reference list in KCSIE <b>Para 217</b></i></li> <li>- that applicants should be asked to sign a declaration confirming the information they have provided is true and that approach where the signature is electronic <b>Para 218</b></li> <li>- the purpose and implications of the self-declaration <b>Para 219</b></li> <li>- how candidates are shortlisted – by at least two people who will consider/look for any inconsistencies, gaps in employment and reasons given for them and all potential concerns <b>Para 220</b></li> </ul> <p>Consider conducting online searches (of shortlisted candidates) as part of due diligence - to help identify any incidents or issues that have happened, and are <u>publicly available online</u>, the school may explore any issues or concerns with the applicant at interview. This should also be stated in the recruitment policy so candidates are aware they will be undertaken. <b>Para 221</b></p>
<p><b>Employment history and references Para 222-224</b>            Policy should state:</p> <ul style="list-style-type: none"> <li>- The importance of references in the recruitment process and that information from references will be used to confirm whether they are satisfied with the applicant's suitability to work with children <b>Para 222</b></li> <li>- account is taken of the advice on gaining, checking, verifying and using points listed in <b>Para 223</b></li> </ul>

- that references will be asked of current or last employer, and where possible from the employer where the applicant last worked with children
- the source of the reference will be verified, and that the person completing the reference is in a senior role
- information on the application form will be compared with that in the reference and any discrepancies taken up with the candidate
- establish the reason for the candidate leaving their current or most recent post
- Make clear that appointments will not be confirmed until all references are in place/ issues resolved. [Para 204](#)

**Selection [Para 225-229](#)**

Policy should include

- how school uses a range of selection techniques to identify the most suitable person for the post [Para 225](#)
- questions will cover candidates suitability and motivation for post and working with children, exploring experiences of working with children, probing any gaps in employment or frequent changes in employment [Para 225-226](#)
- exploration with candidates to determine their suitability to work with children [Para 227](#)
- pupils/student involvement in the recruitment process in a meaningful way [Para 227](#)
- observation of short-listed candidates (under appropriate supervision) [Para 228](#)
- That information considered in decision making will be clearly recorded along with decisions made. [Para 229](#)

*Advice: Include a policy statement that interviews and other observations will be recorded and any declarations checked. Details of how records of the application process will be kept and for how long. [Para 276-278 of KCSIE Sept 2022](#) and [Data Protection covers retention of DBS certificates: A toolkit for schools and the Annual review of school records and safe data destruction checklist section 2 human resources and guidance.](#)*

How school manages any disclosures of cautions and convictions on DBS, including data protection related to criminal information as a result of DBS filtering changes November 2020. *Also actions if applicant has not declared these, school decision making concerning any disclosures and risk assessment).* [Para 244-246](#)

**Questions that must now be asked and noted in application pack for applicants and recruitment policy**

- Do you have any unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974?
- Do you have any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974

**Risk assessments**

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

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

Checks that must be undertaken when appointing individuals to work in regulated activity. [Para 230-231](#). Policy must list the following checks [Para 232](#)

- verify a candidate's identity (Note [new KCSIE Sept 2021](#): best practice is checking the name on their birth certificate, where this is available)
- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children [see also paras 237-248](#))
- obtain a separate children's barred list check (*if an individual will start work in regulated activity with children before the DBS certificate is available*)
- verify mental and physical fitness to carry out their work responsibilities
- Verify the person's right to work in the UK, including EU nationals.
- if a person has lived or worked outside the UK, make any further checks the school or college consider appropriate ([see also para 263-268](#))
- Verify professional qualifications, as appropriate to job.

In addition check that:

- a person taking up a management position is not subject to a section 128 direction made by the Secretary of State (independent schools, including academies and free schools only) [see also para 253-254](#)
- an applicant employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State imposed by the GTCE, before its abolition in March 2012 [see also para 255](#)
- reasonable steps are taken to establish whether an applicant employed carry out teaching work in relation to children, that person is subject to a prohibition order issued by the Secretary of State ([see also para 261-262](#))

<ul style="list-style-type: none"> <li>- appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations (see also para 263-266)</li> </ul>
<p>Include a definition of regulated activity <a href="#">Para 236</a> – if a person</p> <ul style="list-style-type: none"> <li>- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children;</li> <li>- will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; or</li> <li>- Engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.</li> </ul>
<p><b>DBS checks</b> (continuous service – moving from a previous post)</p> <p>Statement on school policy on obtaining DBS for applicants who have worked in a school in England, whose last post ended not more than 3 months before appointment, where the person had regular contact with children, were appointed after 12 May 2006 into post which did not include regular contact with children, or they worked in a further education provision that brought into regular contact with children. <a href="#">Para 233-235</a></p> <p><a href="#">Para 248</a> states a barred list check must be obtained in these circumstances</p>
<p><b>DBS checks</b> (Types of checks)</p> <p>Statements:</p> <ul style="list-style-type: none"> <li>- making clear which type of DBS check will be undertaken – basic, standard, enhanced or enhanced with barred list check and for whom, and that DBS will be contained as soon as practical after appointment <a href="#">Para 237-247</a></li> <li>- A barred list check must only be undertaken for a person who will engage in regulated activity. <a href="#">Para 240 and 248 (and flowchart on page 64)</a></li> <li>- if a person commences work ahead of completion of DBS check: the person will be appropriately supervised; all other checks completed and a barred list undertaken <a href="#">Para 242, 247 and 248</a></li> <li>- Making clear that the DBS check certificate will be sent to the applicant and that this must be shown to the employer <a href="#">Para 243</a> <i>Advice: statement that failure to do so will be considered a disciplinary matter.</i></li> <li>- that school will assess cases fairly and in line with their policy on recruitment of ex-offenders policy <a href="#">Para 244-246</a></li> </ul>
<p><b>DBS update service</b> <a href="#">Para 249-252</a></p> <p>Policy statement that:</p> <ul style="list-style-type: none"> <li>- Individuals can join the DBS Update Service at the point that an application for a new DBS check is made. <a href="#">Para 249</a> <i>Advice in <a href="#">Para 250</a> indicates it is good practice, many schools and colleges require new staff to join the Update Service as part of their employment contract.</i></li> <li>- For applicants who subscribe to the Update Service, the school will: <ul style="list-style-type: none"> <li>▪ obtain consent from the individual to carry out an online check to view the status of an existing standard or enhanced DBS check</li> <li>▪ confirm the DBS certificate matches the individual's identity</li> <li>▪ examine the original certificate to ensure that it is valid for the children's workforce</li> <li>▪ Ensure that the level of the check is appropriate to the job they are applying for, e.g. enhanced DBS check/enhanced DBS check including with barred list information. <a href="#">Para 251</a></li> </ul> </li> </ul>
<p><b>Recording information- the SCR</b> <a href="#">Para 268-275</a></p> <p>Policy statement of school approach to recording on the SCR:</p> <ul style="list-style-type: none"> <li>- must be maintained for all employed staff, agency staff and supply staff (even if work one day) and (independent schools) the proprietor body and (academies &amp; free schools) members of the trustees of the academy trust <a href="#">Para 268</a></li> <li>- this will be kept on paper or electronically <a href="#">Para 274</a></li> <li>- What is recorded on SCR and that date on which each check was completed to certificate obtained? <a href="#">Para 271</a> <ul style="list-style-type: none"> <li>▪ barred list check</li> <li>▪ an enhanced DBS check requested/certificate provided</li> <li>▪ a prohibition from teaching check</li> <li>▪ further checks on people who have lived or worked outside the UK</li> <li>▪ a check of professional qualifications, where required; and</li> <li>▪ A check to establish the person's right to work in the United Kingdom.</li> </ul> </li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>▪ colleges <b>must</b> record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18; and</li> </ul>

<ul style="list-style-type: none"> <li>▪ Independent schools (including academies &amp; free schools) <b>must</b> record details of the section 128 checks undertaken for those in management positions.</li> <li>- details of an individual will be removed from the SCR once they no longer work in the school <a href="#">Para 272</a></li> <li>- the written confirmation from business supplying the member of supply staff that the business has undertaken the relevant checks and obtained the appropriate certificates <a href="#">Para 270 (see also para 286-289)</a></li> <li>- details of any non-statutory information held on the SCR, such as staff training, references, checks on volunteers, checks on governors <a href="#">Para 273</a></li> </ul>
<p><b>Multi-academy trusts</b></p> <p>Statement on MAT approach to maintaining SCR for trust and individual schools within trust <a href="#">Para 275</a></p>
<p><b>Retention of documents</b> <a href="#">Para 276-277 (rewarded in KCSIE 2023, with para 278 deleted)</a></p> <p>Statement on school policy for recruitment document retention:</p> <ul style="list-style-type: none"> <li>- copy of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10 – should not be kept for longer than six months after check</li> <li>- Copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.</li> </ul>
<p><b>Section iii Other checks that may be necessary for staff, volunteers and others, including the responsibilities on schools and colleges for children in other settings</b></p>
<p><b>Individuals who have lived or worked outside the UK</b> <a href="#">Para 279-284</a></p> <p>This covers all countries including those in the EU/EEA.</p> <ul style="list-style-type: none"> <li>- Statement that details school approach to obtaining this information through overseas records checks and/or obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked <a href="#">Para 2879-280</a></li> <li>- If the information is not available school will undertake a risk assessment that supports decision making based on available information <a href="#">Para 281-283</a></li> <li>- Statement about applying for QTS <a href="#">Para 284</a></li> </ul> <p><i>Advice: always make a record of the decision in the staff file.</i></p> <p><a href="#">See also separate DfE advice on recruiting staff from overseas</a></p>
<p><b>Agency and third party staff (supply staff)</b> <a href="#">Para 285-288</a></p> <p>Statement school will:</p> <ul style="list-style-type: none"> <li>- obtain written notification from any agency, or third party organisation, that they have carried out the checks on an individual who will be working at the school that the school would otherwise perform <a href="#">Para 285</a></li> <li>- obtain written confirmation of the enhanced DBS check <a href="#">Para 286</a></li> <li>- Check that the person presenting themselves for work is the same person on whom the checks have been made. <a href="#">Para 288</a></li> </ul>
<p><b>Contractors</b> <a href="#">Para 289-294</a></p> <p>Statement school will:</p> <ul style="list-style-type: none"> <li>- agree safeguarding requirements in the contract between the organisation <a href="#">Para 289</a></li> <li>- Schools and colleges are responsible for determining the appropriate level of supervision <a href="#">Para 292</a></li> <li>- any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check <a href="#">Para 290</a></li> <li>- contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information) <a href="#">Para 292</a></li> <li>- contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required <a href="#">Para 291</a></li> <li>- individuals who are self-employed, the school will consider obtaining the DBS check (as self-employed people are not able to make an application directly to the DBS on their own account) <a href="#">Para 293</a></li> <li>- Always check the identity of contractors on arrival at the school or college. <a href="#">Para 294</a></li> </ul>
<p><b>Trainee/student teachers</b> <a href="#">Para 295-297</a></p> <ul style="list-style-type: none"> <li>- for initial teacher trainees who are salaried by the school all necessary checks are carried out if trainees are engaging in regulated activity <a href="#">Para 295</a></li> <li>- For fee-funded trainee teachers the initial teacher training provider has the responsibility to carry out the necessary checks and provider written confirmation to the school that all pre-appointment checks have been carried out and the trainee has been judged by the provider to be suitable to work with children. <a href="#">Para 296</a></li> <li>- statement about recording fee-funded trainees on SCR <a href="#">Para 297</a></li> </ul>
<p><b>Visitors</b> <a href="#">Para 298-303</a></p> <p><i>Can be covered in main policy or recruitment policy. Maybe a separate policy in place.</i></p> <p>Policy should;</p> <ul style="list-style-type: none"> <li>- set out types of visitors to school premises <a href="#">Para 298</a></li> </ul>

- state head teacher will use their professional judgment about the need to escort or supervise such visitors [Para 300](#)
- will not request DBS checks for visitors such as children's relatives or other visitors attending a sports day [Para 299](#)
- visitors who are there in a professional capacity school will check ID and be assured that the visitor has had the appropriate DBS check [Para 301](#)
- set out the arrangements for individuals from external organisations that provide information, resources and speakers include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required [Para 302-303](#)

#### **Volunteers** [Para 304-311](#)

Policy should make clear that:

- School recognises the role volunteers can play and that children often see volunteers as being safe and trustworthy adults [Para 305](#)
- under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity [Para 304](#)
- A written risk assessment will be undertaken and used to help decide what checks, if any, are required. [Para 306-307](#)  
The risk assessment should consider will be recorded and include:
  - the nature of the work with children, especially if it will constitute regulated activity, including the level of supervision ([see paragraphs 309-310 about supervision](#));
  - what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers
  - whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability;
  - Whether the role is eligible for a DBS check and if it is, what level is appropriate?
- school will obtain an **enhanced DBS check** (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children [304-308](#)
- school will determine **supervision** based on whether:
  - A volunteer is considered to be supervised. have regard to the statutory guidance issued by the Secretary of State (see Annex E)
  - The supervision must be by a person who is in regulated activity relating to children and reasonable in all the circumstances to ensure the protection of children. [Para 309-311](#)
- **existing volunteers** engaging in regulated activity do not have to be re-checked if they have already had a DBS check unless the school have any concerns [Para 311](#)

#### **Maintained school governors** [Para 312-315](#)

State that:

- all governors are required to have an enhanced DBS check [Para 312](#)
- governors do not need a children's barred list check unless, in addition to their governance duties, they also engage in regulated activity [Para 313](#)
- a section 128 check is required because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school [Para 314](#)
- whether the school chooses to record this information on SCR [Para 316](#)
- There is no requirement for associate members to undergo an enhanced DBS checks unless they also engage in regulated activity at their school. [Para 315](#)

#### **Sixth form college governors** [Para 316-317](#)

State that governing bodies in sixth form colleges can request an enhanced DBS check without a children's barred list check on an individual as part of the appointment process for governors.

#### **Proprietors of independent schools, including academies and free schools and proprietors of alternative provision academies** [Para 318-325](#)

- the chair or proprietor is checked by the Secretary of State [Para 318-320](#)
- the chair ensures that for the other members of the body the following checks are completed before, or as soon as practicable after, any individual takes up their position:
  - an enhanced DBS check undertaken, and that where such a check was undertaken and certificate is obtained [Para 318](#)
  - identity check [Para 317](#)
  - check individual is not subject to a section 128 direction that would prevent them from taking part in the management of an independent school (including academies and free schools) [Para 318](#)
  - any further checks, as the chair considers appropriate, should be undertaken where, by reason of the individual's living or having lived overseas [Para 322](#)

<ul style="list-style-type: none"> <li>- For academy trusts, including those established to operate a free school: <ul style="list-style-type: none"> <li>- the trust requires enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees <a href="#">Para 324</a></li> <li>- if an academy trust delegates responsibilities to any delegate or committee (including a local governing body), the trust <b>must</b> require DBS checks on all delegates and all members of such committees and check that members are not disqualified from taking part in the management of the school as a result of a section 128 direction <a href="#">Para 325</a></li> </ul> </li> </ul>
<p><b>Alternative provision</b> <a href="#">Para 326-327</a></p> <ul style="list-style-type: none"> <li>- the school continues to be responsible for the safeguarding of any pupil placed in an alternative provider and be satisfied that the provider meets the needs of the pupil <a href="#">Para 326</a></li> <li>- Obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. <a href="#">Para 327</a></li> </ul>
<p><b>Adults who supervise children on work experience</b> <a href="#">Para 328-333</a></p> <p>School policy states that:</p> <ul style="list-style-type: none"> <li>- the placement provider is expected to have policies and procedures in place to protect children from harm <a href="#">Para 328</a></li> <li>- Children’s barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school will consider: <ul style="list-style-type: none"> <li>- the specific circumstances of the work experience</li> <li>- the nature of supervision</li> <li>- the frequency of the activity being supervised, to determine what, if any, checks are necessary – will it count as regulated activity <a href="#">Para 329</a></li> <li>- Whether the person providing the teaching/training/instruction/supervision to the child on work experience will be unsupervised themselves; and providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight). <a href="#">Para 330</a></li> </ul> </li> <li>- is not able to request that an employer obtains an enhanced DBS check with children’s barred list information for staff supervising children aged 16 to 17 on work experience <a href="#">Para 332</a></li> <li>- If a child is doing work experience in a school or college, the school should check whether a DBS enhanced check is requested for the child in question, provided the child is aged 16 or over. <a href="#">Para 323</a></li> </ul>
<p><b>Children staying with host families (homestay)</b> <a href="#">Para 334-335</a></p> <p>Statement that</p> <ul style="list-style-type: none"> <li>- the school may make arrangements for children receiving education at their institution to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. <i>For example, as part of a foreign exchange visit or sports tour, often described as ‘homestay’ arrangements (see Annex D).</i></li> <li>- In some circumstances the arrangement where children stay with UK families could amount to “private fostering” under the Children Act 1989.</li> </ul>
<p><b>Private fostering - LA notification when identified</b> <a href="#">Para 336-339</a></p> <ul style="list-style-type: none"> <li>- Define that private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. That this arrangement is continue for more than 28 days.</li> <li>- Brief policy statement that where private fostering arrangements come to the attention of the school (and the school is not involved in the arrangements), the local authority will be informed so it can check the arrangement is suitable and safe for the child.</li> </ul>
<p><b>Section iv How to ensure the ongoing safeguarding of children and the legal reporting duties on employers</b></p>
<p><b>Ongoing vigilance</b> <a href="#">Para 342-343</a></p> <p>Clear statement that:</p> <ul style="list-style-type: none"> <li>- safeguarding vigilance continues beyond the recruitment process and</li> <li>- safeguarding is not limited to recruitment procedures</li> <li>- Governing body and all staff are committed to the safety and welfare of children and this is embedded in all the school’s processes and procedures and enshrined in its ethos. <a href="#">Para 342 and link to Parts 1 2</a></li> <li>- Governing body ensures the processes are in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. <a href="#">Para 342</a></li> <li>- to support this, leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children. This can assist leaders to support staff, where there is a need, and help them manage children’s safety and welfare, potentially providing them with information that will help</li> </ul>



them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care. [Para 343](#)

**Existing staff** [Para 344-345](#)

Statement that there are circumstances where the school will need to carry out new checks on existing staff. These are when:

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

**Duty to refer to the Disclosure and Barring Service** [Para 346-349](#)

Statement that:

- There is a legal requirement for the school to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left, and they believe the individual has:
  - engaged in relevant conduct in relation to children and/or adults,
  - satisfied the harm test in relation to children and/or vulnerable adults; or
  - Been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. [Para 346](#)
- The DBS will consider whether to bar the person [Para 348](#)
- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information. [Para 349](#)
- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance. [Para 349](#)

**Duty to consider referral to the Teaching Regulation Agency** [Para 350-351](#)

Statement that:

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

## Appendix 4: Allegations of abuse made against staff

Para 343 states

Ongoing vigilance of all staff – reference to ‘outside of the workplace’ now also specifies ‘including online’

New Para 377 relates to Organisations or individuals using school premises.

*Summary: If school receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children - schools should follow their safeguarding policies and procedures, including informing the LADO.*

Para 417 states

Deleted requirement for Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry – Inquiry has now concluded.

### Section one: Allegations that may meet the harms threshold (Paras 355-421)

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

Para 355

*Note: The last bullet point above includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children, this is known as transferable risk. Para 356*

- An appropriate assessment of transferable risk to children with whom the person works will be undertaken and advice sought from the local authority designated officer (LADO). Para 357
- Statement about who to report allegations too. EG: the head teacher, if it concerns a member of staff or if the allegation concerns the head teacher, the report should be made to the Chair of Governors. Para 358
- A “case manager” will lead any investigation. This will be either the head teacher or principal, or, where the head teacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor. Para 358
- The policy should cover the following aspects:
  - The initial response to an allegation Para 359-368
  - No further action Para 368
  - Further enquiries Para 369-372
  - Supply teachers and all contracted staff Para 373-376
  - Organisations using the school premises Para 377
  - Governors Para 378
  - Suspension Para 379-386
  - Supporting those involved - Duty of care Para 387-389
  - Confidentiality and Information sharing Para 390-398
  - Allegation outcomes [Substantiated Malicious False Unsubstantiated or Unfounded]. This includes duty to refer to TRA and, where required, to the DBS Para 399-403
  - Following a criminal investigation or a prosecution Para 404-405
  - Unsubstantiated, unfounded, false or malicious allegations. This must cover an allegation that is shown to be deliberately invented or malicious, and how the school will consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy (often known as Code of Conduct) Para 406-407
  - Returning to work Para 408
  - Managing the situation and exit arrangements Resignations and ‘settlement agreements’ Para 409-414
  - Record keeping Para 415-418
  - References Para 419
  - Learning lessons Para 420-421
  - Non recent allegations Para 422

## Section Two: Concerns that do not meet the harm threshold

Policy statement:

- this covers process to manage and record any such concerns and take appropriate action to safeguard children for dealing with concerns (including allegations) which do not meet the harm threshold set out in section 1
- Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. [Para 423](#)
- The policy should cover the following aspects:
  - Low level concerns, including note on creating a culture in which all concerns about adults are shared responsibility and with the right person, recorded and dealt with appropriately [Para 424-425](#)
  - What is a low-level concern? Include some examples of low level concerns in the policy and likely sources, e.g. a child, parent or other adult within the school [Para 426-429](#)
  - Staff code of conduct and safeguarding policies [Para 430-432](#)
  - Sharing low-level concerns, should note that head teacher is ultimate decision maker, may consult with DSL. Must also include a note that low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. [Para 433-436](#)
  - Recording low-level concerns [Para 437-440](#)
  - References [Para 441](#)
  - Responding to low-level concerns [Para 442-445](#)

## Appendix 5: Online safety

KCSIE 2023 keeps the increased focus on online safety and protecting children abuse, including cyber-bullying and use of nudes and semi-nudes. Schools are now expected to meet the:

- The cyber security standards  
[Meeting digital and technology standards in schools and colleges Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
- The filtering and monitoring standards  
[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
- Online safety policy that also cover use of mobile and smart technologies; described through the school's approach which takes account of the 4Cs (conduct, content, communication and commerce) Para 135-137. Coverage should also include all areas of online abuse including:
  - child-on-child abuse, including cyberbullying Para 32-35
  - Sexual harassment including non-consensual sharing of nudes and semi-nudes and/or videos and how these can put children at risk Paras 24, 32-35, 45-47, Part 5
  - social media use Para 41, 99 and Part 5
  - sharing nudes and semi-nudes Para 35
  - dealing with cybercrime Annex B Page 143
  - county lines Annex B Page 143
  - cybercrime Annex B Page 145
  - Preventing radicalisation Annex B page 150
- Online safety is a thread across all policies and procedures Para 138
- Staff awareness that abuse can take place online Para 14, 21, 24, 26, 29, 32, 35 and 135
- Training for staff in online safety – this includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction and annually updated– see para 141 for further information) Para 81, 124-128 and 135
- Opportunities to teach children about online safety Para 129 this includes duties of GB, RSE, use of DfE advice 'Teaching online safety in schools' (updated spring 2023) and increased risk for some SEND children Para 129-134
- Remote learning and safe approaches Para 139-140
- Overblocking Para 134
- Filtering and monitoring on school devices and school networks. Para 141-143  
NOTE additional wording on new digital standards and sources of advice in Para 142.
- Information security Para 144  
NOTE reference to cyber security standards Para 144
- Reviewing online safety (annual requirement - use of review tools) Para 145-147
  - Information and support Para 148

## Appendix 6: Child-on-child abuse

**Types of child-on-child abuse** listed in KCSIE (para 35):•

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

Policy should be divided into four sections:

- 1) Introduction, policy aims and the different forms child-on-child abuse can take – see list below (Para 156-158)  
*And make clear that*  
The school will respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. Part 5 (Para 483-484) & summary pages 152-153 Annex B (also Para 31 & Annex A paras 13-14)
- 2) Dealing with child-on-child abuse (bullying) that is not classed as sexual violence and sexual harassment Part 5
- 3) Dealing with incidents of child-on-child sexual violence and sexual harassment
- 4) The school's approach to preventing child-on-child abuse and teaching about safeguarding – the anti-bullying strategy Para 156-157 (Part 2) and 459 (Part 5)

**KCSIE 2023 (Para 157)** states a policy should include:

- procedures to minimise the risk of child-on-child abuse
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously
- how allegations of child-on-child abuse will be recorded, investigated and dealt with
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children
- recognition that it is more likely that girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously
- The different forms bullying can take:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - abuse in intimate personal relationships between peers;

- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting) and school approach (refer to DfE [Searching Screening and Confiscation Advice](#) and [UKCIS Education Group Sharing nudes and semi-nudes advice for education settings](#). Schools should also have in place policy and/or protocol for dealing with inappropriate images on a phone or device and the school approach to searching and reporting. Useful sources of advice of this are: [Managing Sexting Incidents | SWGfL](#) and [Overview of Sexting Guidance.pdf \(publishing.service.gov.uk\)](#)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- up skirting (which is a criminal offence)
- Initiation/hazing type violence and rituals.

### **Section One – aims of policy**

- reminder to staff that ‘it can happen here’ [Para 33, 446, 451, 483](#)
- reminder it can happen inside and outside school and online [Para 447-450](#)
- importance of acknowledging and understanding scale of harassment and abuse, reference to term harmful sexual behaviours and the impact on a child [Para 452-454](#)
- definitions of sexual violence [Paras 451](#) and sexual harassment [Para 452](#)
- awareness that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react [Para 19 and 467-470](#)
- zero tolerance approach – never acceptable or tolerated [Para 447](#)
- girls being more likely to be victim of sexual violence or sexual harassment [Para 15-157 and 449](#), also recognition of increased risk for SEND pupils
- Details of how all incidents of bullying will be recorded, analysed and reported to governors and senior leaders. This includes looking for patterns and trends and links to safeguarding.

### **Section Two – Non-sexual child-on-child abuse**

- The school’s current procedures for dealing with bullying that is non-sexualised. In the main this covers:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - abuse in intimate personal relationships between peers;
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

### **Section Three – child-on-child sexual violence and sexual harassment**

- The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and should be involved in the decision making on the initial response by the school. Important considerations will include: ([Para 483](#))
  - The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school’s or college’s duty and responsibilities to protect other children
  - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
  - the ages of the children involved
  - the developmental stages of the children involved
  - Any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
  - if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
  - that sexual violence and sexual harassment can take place within intimate
  - personal relationships between children
  - importance of understanding intra familial harms and any necessary support for siblings following incidents

- are there ongoing risks to the victim, other children, adult students or school or college staff, and
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- **response to a report of sexual violence and sexual harassment** [Para 460-464](#)
- **steps school will take** in response to a report [Para 467-470](#)
- **reassurance** for victims that they are taken seriously, regardless of time taken to come forward and that abuse can have occurred online or outside school, not creating a problem, reassured not the feel ashamed or that they will be criminalised [Para 469](#)
- **record keeping** - recording all discussions and decisions in writing [Para 470](#)
- the **management of reports**, two staff present, if online – not viewing images, not promising confidentiality, trauma/impact of reporting, listening, additional barriers of reporting for some pupils, fact recording only, informing DSL as soon as possible [Para 471-479](#)
- **risk assessment** process, including involving social care [Para 480-482](#)
- **follow up actions** - what to consider, such as age of child, seriousness of incident, power imbalance ... [483-484](#)
- **four management options** 1) manage internally, 2) early help, 3) referral to children's social care and 4) reporting to Police [485-515](#) also managing the criminal process [paras 516-527](#)
- **unsubstantiated, unfounded, false and malicious reports** - review of records for patterns of concerning and problematic or inappropriate behaviour and if found false, consideration that the child and/or person who made allegation is in need of support and any disciplinary action [Para 528-530](#)
- **ongoing response** – safeguarding & supporting the victim [Para 531-540](#)
- **safeguarding & supporting** the alleged perpetrator(s) and children/YP who have displayed harmful sexual behaviour [Para 541-543](#)
- **discipline** and the alleged perpetrators [Para 544-546](#)
- **working with parents and carers** [Para 547-552](#)
- **safeguarding other children** [Para 553-558](#)

## Appendix 7: Sources of support and advice

Links to sources of further advice and support for school staff, volunteers, governors and parents/carers. Additional links can be found throughout KCSIE 2023, including in Annex B (specific issues) across pages 142-156.

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)
- DfE: [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE: The online tool [Report child abuse to a local council - GOV.UK \(www.gov.uk\)](http://www.gov.uk) Council directs to the relevant local children's social care contact number:
- NSPCC: [Safeguarding children and child protection | NSPCC Learning](http://www.nspcc.org.uk)
- [What to do if you're worried a child is being abused](http://www.gov.uk) – DfE advice

### Support for Learners

- Child Line: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)
- Kooth: [Home - Kooth](http://www.kooth.com)

### Support for adults

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

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Personal, social and health education and Relationships and sex education

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

### Domestic Abuse

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

### Honour Based Abuse and FGM

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://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](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)



- Forced marriage resource pack: [Forced marriage resource pack - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/forced-marriage-resource-pack)
- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

### **Contextual Safeguarding, child-on-child abuse, Sexual Exploitation and Criminal Exploitation:**

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](https://www.gov.uk/government/news/upskirting-know-your-rights)
- National bullying helpline: [Information and advice about all forms of bullying \(nationalbullyinghelpline.co.uk\)](http://informationandadviceaboutallformsbullying.nationalbullyinghelpline.co.uk)
- Kidscape: [Help With Bullying \(kidscape.org.uk\)](http://helpwithbullying.kidscape.org.uk)

### **Mental Health**

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

### **Online Safety**

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

### **Radicalisation and hate**

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

## Appendix 8: 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 9: 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 Federated Schools' 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 10: 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 Federated Schools 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 Head teacher**

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 21<sup>st</sup> 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 Head teacher or Deputy Head teacher.

### **'No platform for extremists'**

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

### **Signs of vulnerability**

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

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

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

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

- verbalising anti-Western or anti-British views
- advocating violence towards others

**Referral Process**

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

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

## **Appendix 11: 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 What to do on ICS:** ICS has a process specific to Private Fostering. Using this process is the correct way to log information on Privately Fostered children and helps information to be collated from ICS.

### a Private Foster Carer?

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

- Parent or legal guardian
- Grandparent

### 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** 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.

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@harinaev.acs](mailto:mashreferral@harinaev.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**

