

Child Protection Policy

September 2023

Carterhatch



Infant School

Approved By Governing Body:

Co-Head: Adrienne Barrell and Sarah Clements

Review Date: September 2024

Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

Ratified at Governing Body Meeting Autumn 23

Quick Reference

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Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

This Child Protection Policy is for all staff (including supply staff), parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with policies stated on **page 35**.

We are committed to providing a calm, caring, positive, safe and stimulating environment, which promotes the social, physical, mental and moral development of the individual child. The atmosphere within our school is one that encourages all children to do their best and express their feelings and concerns. We are aware that child protection and safeguarding are fundamental to the welfare of all children in our care.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. Due regard has been given to all relevant legislation including, but not limited to, the following:

- New for 2018] General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (Sept 2022) 'Keeping children safe in education'
- Education Act (2002)
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- Framework for the Assessment of Children in Need and their Families (2000)

***The above documents can be downloaded on www.gov.uk/government/publications
Enquiries can be made by contacting www.education.gov.uk/contacts***

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment.
- Preventing the 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.
- Taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Opening Statement

Safeguarding Statement - “It could happen here”

Our safeguarding policy cannot be separated from the general ethos of the school, which is to ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. At Carterhatch we work together to make sure that our children are safe and healthy and that the care and education they receive ensure they have optimum life chances.

The governors and staff of Carterhatch fully recognise the contribution they make to safeguarding children. We recognise that all adults within the school have a full and active part to play in ensuring the health, safety and well being of all our children. Therefore, we must be vigilant and continue to keep safeguarding as a high priority with recruitment.

Aims

The aim of this policy is to ensure that everyone working with the school understands the ways in which we keep our children safe and healthy.

Aims are:

- To ensure that all staff are aware of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, radicalisation and extremism.– developing an on-going culture of vigilance.
- To maintain a clear structured procedure, which is followed by all members of the school community where concerns, abuse, radicalisation and extremism is suspected.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To identify children who may benefit from ‘Early Help’.
- To support children’s development in ways that will foster security, confidence and independence.
- To understand the wider environmental factors in a child’s life that may be a threat to their safety and/or welfare.
- To emphasise the need for good levels of communication between all members of staff.
- To continue to promote effective working relationships with other agencies, especially the police and children’s social services.
- To ensure that all adults within our school community and who have contact with children have been checked as to their suitability as part of the recruitment and selection process, including visitors.

A child centred and coordinated approach to safeguarding

Procedures

Our school procedures for safeguarding children will comply with the Enfield Safeguarding Children Board (ESCB) procedures. The ESCB has adopted and follow the London Child Protection Procedures (updated March 22).

School works with key local partners to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to interagency plans which provide additional support (through a ‘child in need’ or a ‘child protection plan’).

Safeguarding Policies

Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies are stored on our school electronic safeguard system for staff to access. It includes policies and documents such as Safeguarding/Child Protection Policy, Keeping Children Safe in Education, Attendance Policy linked with 'Children Missing in Education', Code of Conduct, which amongst other things include - acceptable use of technologies and communications, including the use of social media.

Induction of New Staff – Policies linked to safeguarding

As part of their induction, new staff are provided with the following policies;

1. Welcome to Carterhatch (welcome, Carterhatch Bus, child protection procedures)
2. General school and employment information
3. Health and Safety Policy
4. Safeguarding checks
5. Stress Risk Assessment
6. Evacuation procedures
7. Privacy Notice
8. GDPR handout
9. Whistle blowing policy
10. Code of conduct
11. Child protection policy
12. Online safety policy
13. Gentle holding policy
14. Use of reasonable force
15. Attendance and punctuality policy
16. Behaviour policy
17. Keeping children safe in education
18. Signatures to say they have read and understood each section

All new members of staff will have access to our child protection policy and procedures and of the Government Guidance Keeping Children Safe in Education): Part One and Annex B as part of their induction into the school.

We take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers.

Sharon Kingham (Business Manager) is responsible for the induction of new staff and sharing policies.

Sandra O'Driscoll is responsible for the induction of new staff and volunteers in regards to the procedures they follow if they have a concern about a child. This will include training on our safeguard system.

Staff Training, Development and Understanding

- All staff receive 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. In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- Staff briefings, development days, safeguarding question of the month and staff quizzes are also used to update staff on safeguarding procedures, serious cases reviews and check their understanding of safeguarding/child protection.
- All members of staff develop their understanding of the signs and indicators of abuse and racialisation. Training ensures that they understand the difference between a concern, immediate danger or at risk of significant harm.
- All members of staff know how to respond to a child who discloses abuse, or shows signs of becoming radicalised.
- All staff will have read Part One of the Government Guidance Keeping Children Safe in Education (Updated September 2023) and Annex B. This guidance contains reference to specific safeguarding issues and provides links to further information as well as providing further information on child sexual exploitation, female genital mutilation and preventing radicalisation.
- All staff will have read the school Child Protection Policy, the Staff Handbook and the Enfield Employees Code of Conduct policy.
- All staff must indicate they have read our Child Protection Policy on our on-line safeguarding system. Follow up tasks throughout the year are used to ensure staff are familiar and confident with safeguarding procedures and will act in the 'best interests' of our children.
- Our procedures will be regularly reviewed and up-dated, at least annually and when legislation changes.
- Our school website and newsletters has safeguarding updates to support parents to safeguard children in their care.

Designated Members of Staff and Other Key People

- **The designated member of staff is Sarah Clements, Co- Head.** She co-ordinates all issues relating to safeguarding children. Any concerns about a child's safety or welfare should be reported to Sarah.
- In Sarah's absence, **the deputy designated member of staff is Adrienne Barrell, Co-Head.**
- **Niamh Bays is the named governor for safeguarding issues.** She has attended designated child protection training. She monitors the school's safeguarding policy and procedures through the termly Headteacher's report, termly returns to the local authority and through monitoring visits to the school.
- The safeguarding team also includes **Sandra O'Driscoll (Family Support Worker) and Rebecca Castle (SENDCo/LAC).** Along with the DSL, the team has regular safeguarding/early help meetings to discuss safeguarding concerns logged and children we are monitoring.
- Our designated child protection staff undertake training every two years.

Safeguarding Team



Sarah Clements
Co-Head
Designated CP Lead



Adrienne Barrell
Co-Head
Deputy CP Lead



Sandra O'Driscoll
Family Support Worker



Rebecca Castle
SENDCo and LAC Lead

- **Rebecca Castle has had designated CP training with a focus on SEND and LAC children.**



Sharon Kingham (Business Manager)

Child Protection (CP)
Looked After Children (LAC)
Special Educational Needs and Disability Co-ordinator (SENDCo)

All Designated Members of the Safeguard team will have a red lanyard so they are easy to identify.

Responsibilities

Working Together to Safeguard Children

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Designated Safeguarding Lead (DSL):

- Adhering to the ECSL, LCSB and school procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child on our safeguard system, including any action taken, even if there is not a need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that, when a child leaves the school, their child protection files are transferred within 5 days for an in-year transfer or within the first 5 days of the start of the new term, via our secure safeguard system.
- Ensuring that any child currently the subject of a child protection plan who is absent without explanation for one day is referred to the designated social worker.
- Ensuring that all staff receive regular training – the DSL and deputies must update their training once every 2 years and all staff should be involved in refresher training once every 3 years.
- Ensuring that all staff members receive safeguarding and child protection updates (for example: via email, e-bulletins, staff meetings and weekly staff briefings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensuring that the child protection policy and procedures are reviewed and updated annually and liaises with the nominated governor
- Makes the child protection policy available publicly, on the school's website or by other means.

The Deputy Designated Safeguarding Lead(s) and Safeguarding Team: Are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, the Deputy will assume all of the functions above.

Governors Responsibilities

- Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their school are effective and comply with the law at all times.
- Governing bodies should ensure that their safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Children's Board. – Also refer to LADO details on **page 16** of this policy.
- Governing bodies must ensure there is an effective child protection policy in place together with a staff code of conduct.
- Governors should ensure that the child protection policy is updated annually.
- Governing bodies should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future. The school follows the LA policy 'Children Missing from Education'.
- The Governing body must ensure that the school's curriculum teaches children about how to keep themselves safe, including online. This may include covering relevant issues through personal, social health and economic education (PSHE), computing and online safety and through sex and relationship education (SRE).

All governors are required to attend safeguarding and child protection training (including online safety) at induction.

Other Staff

School staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All members of staff and adults working in our school. (paid and unpaid) have a responsibility to:

- Safeguard children's wellbeing.
- Provide a safe environment in which pupils can learn.
- Read our Child Protection Policy and Part One of the Government Guidance Keeping Children Safe in Education and Annex B, when they have been updated.
- Read policies on our safeguard system e.g welfare policy, behaviour policy, medication in school etc...
- All staff will have read the school child protection policy, staff handbook and the Enfield employees code of conduct policy.
- Know how to report a safeguarding concern in line with our school child protection policy.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Be aware of the early help process and understand their role in it.
- All staff should be prepared to identify children who may benefit from early help. (Early help means providing support as soon as a problem emerges at any point in a child's life).
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

Volunteers, Non-contracted Staff and Visitors

- Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by a member of the Designated Safeguarding team, usually Sandra O'Driscoll during induction. It would be the DSL or Deputy DSL if Sandra is absent.
- All visitors to the school will receive the school's safeguarding/child protection leaflet that outlines the process for reporting concerns, who the DSLs are and what to watch out for.

All visitors to our school will have a yellow lanyard so they are easy to identify.

Working with Parents/Carers

The school will:

- Make parents aware of the school's statutory duty in safeguarding and promoting the welfare of children, including the duty to refer children on when necessary, by making all policies available on the school website or on request.
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff.
- Consult with and involve parents and carers in the development of relevant school policies to ensure their views are taken into account.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers. Provide advice and signpost parents and carers to other services and resources where children need extra support.

- All parents/carers are asked to provide two emergency contacts for their child.

Safe School, Safe Staff

- **Safer Recruitment and Staff Code of Conduct** The school follows the safer recruitment guidelines to ensure that staff and volunteers are carefully selected and vetted to ensure they are suitable to work with children, have the relevant qualifications and are not disqualified from working in childcare settings.
 - All staff, agency staff, governors, volunteers, parent helpers and work placement students, have enhanced DBS checks. Supply staff, contractors and any other visitors are required to provide identification and we request confirmation of DBS clearance from the organisation they represent if they are to be in regular contact with children. Any visitors for whom DBS clearance confirmation is not available is chaperoned by a member of staff.
 - Enhanced DBS checks will be carried out for each member of the governing body. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction.
 - Required clearance information is held securely on a single central record. The single central record is administered by **Sharon Kingham, Business Manager**. It is monitored by the **Co-Heads and Safeguarding Governor**.
 - Supply teachers and other temporary members of staff have an induction about safeguarding procedures and are given a written copy of these, including how to proceed with any safeguarding concerns.
 - Visitors to school are required to use our signing in system and they are required to read our safeguarding information.

Mobile Phones

Staff mobile phones must not be used and are not permitted in any part of the setting while children are in school. Each member of staff is provided with a locker. Mobile phones must be left in lockers if they are brought to school. Phones may be used only in the staff room or staff offices while children are on site. Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the UK General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school

External agencies visiting our school may keep their phone in their bag, however they are not permitted to use it around the school. They may only be used in the staffroom or in staff offices. *Examples of external agencies include; Social Workers, Educational and Health Professionals, other professionals attending meetings with staff etc..... Students, volunteers and sports coaches will be given a locker at the front of the school to store their phone.*

What to do if you have concerns about a child

All children and young people have the right to live in safety, without emotional cruelty, neglect, violence or sexual abuse. If you are worried about a child, please report it to the designated safeguarding leads or a member of the safeguarding team.

- The concern may be something specific that a child or another adult has disclosed or it may be something that has been observed by the member of staff.
- The concern must be logged on our on-line child protection system. Visitors to our school will continue to record concerns on our **green child protection forms** and give it to the DSL. These can be found in blue boxes located on the walls in corridors and outside the Co-Heads office.
- The staff member/visitor will need to record all of the facts, events and conversations as soon as possible, making sure the child is firstly safe and secure. Do not delay as this may mean we put a child at further risk.
- Make sure your incident report is accurate and thorough. Only record the facts as the child presents them and be clear where you may be giving a personal opinion.
- If SLT are not contactable there will be a named person identified on the bulletin or on the board in the staff room. Any child protection concerns should be referred to this named person.
- If no named members of staff can be contacted and you are left to deal with a situation that needs immediate action, make sure that at least one other member of staff is able to stay with you to look after the child(ren) then contact MASH for advice using one of the telephone numbers on **page 14**.
- If a child is in immediate danger or is at risk of harm a referral should be made to MASH and/ or the police immediately.
- All staff are able to make a referral to social care but should always inform the DSL if this action has been taken.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell someone; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

During conversations with children, staff will ensure the following:

- Allow a child to speak freely. Remember your role is a listening role, Do not interrupt the child if they are freely recalling a significant event.
- Remain calm and do not overreact.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help'. This isn't your fault'. You are doing the right thing in talking to me'.
- Reflect back using their language.
- Allow the child to say as much or as little as they want to.
- Don't ask any leading questions based on your assumptions that could be putting words into the child's mouth.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the child's mother think about it. Any questions that may be needed to clarify what the child is saying should be framed in an open manner and not lead the child in any way.
- Ask open questions for clarification if you're not sure exactly what the child is telling you (E.g. "Tell me what happened.") but be very careful when doing this – don't ask any more questions than you need to. Advice about what to say to children is on the green child protection concern forms located in the blue boxes around the school – TED Questions 'Tell, Explain, Describe'.
- Don't be afraid of silences.
- Never promise that you will be able to keep what they are telling you a secret.

- At an appropriate time tell the child that in order to help them, you must pass the information on and explain to whom and why.
- Do not automatically offer any physical touch as comfort as the child may not want you to comfort them physically.
- Do not tell the child they should have told somebody about it earlier e.g. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong

Remember the following points:

- Speak to Sarah Clements or one of the safeguarding team If you are unsure about whether to report an incident or not. Any concern or information you might have could be an important contribution to a bigger picture of concern about a child.
- Never take photos of any injuries a child has.
- **If you feel a child is in immediate danger you must inform the DSL or member of the safeguard team immediately.** This includes any physical injuries that are unexplained and suspicious or a child has disclosed it happened in a certain way. At times we have to involve and wait for the police and social care to arrive to talk to the children. This becomes difficult if it is late in the day and we have to tell the parents that they can't take their child home until a social worker or the police arrive. It is also distressing and upsetting for the child as they see other children go home. However, we are aware that sometimes this cannot be avoided if an injury has been seen or a disclosure has been made late in the afternoon. Please ensure you always alert the safeguarding team, no matter what time of the day you are made aware of the injury.
- These matters are confidential and should not be discussed with anyone other than the DSL or other designated staff(as noted above).
- Staff members must not speak to parents unless directed by the Designated Safeguarding Lead.
- Keep in mind that some children may face additional barriers to telling someone, and that you should make adjustments to support them (refer to section below for SEND and LAC)

Notifying Parents/Carers

The school will normally seek to discuss any concerns about a child with their parents/carers. This must be handled sensitively and the Designated Safeguarding Lead will make contact with the parent in the event of a concern, suspicion or disclosure. Our focus is the safety and wellbeing of the child. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

SEND and LAC/PLAC

We are aware that children with special educational needs and disabilities (SEND) may be more vulnerable to harm and abuse and may be more likely to experience child on child abuse. They may also have difficulty in reporting harm and abuse due to communication difficulties and professionals may miss vital indicators. In addition, the school recognises that looked after (LAC) and previously looked after children (PLAC) are particularly vulnerable due to their status and their pre-care experiences.

The school's designated teacher for SEND and LAC is the Rebecca Castle, our SENDCo.

All staff receive child protection training where we emphasise the vulnerability of certain groups including those who are non-verbal.

Learning Assistants working directly with SEND children have specific training around resources and strategies they can use to support pupils to raise any concerns. For example:

- Visual cues
- Feelings mats
- Being aware of change of behaviour or signs that would indicate there are any concerns
- All staff are encouraged to report any concerns, no matter how small, to the DSL. This is covered in the school's on-going training.

What Happens Next?

The DSL or Designated Team Member should:

- Gather any further information required in order to decide on the required course of action.
- When speaking to the child a second adult may be present to ensure that accurate written records can be made, enabling the DSL to focus on the child.
- Decide whether or not to refer a pupil to Enfield Children's MASH.
- Complete a referral online using the Enfield Children's Services referral system (www.enfield.gov.uk/childrensportal).
- If there are doubts about whether the referral meets the threshold, the DSL should contact MASH on 0208 379 5555 and speak to a social worker on the duty desk.
- If the child already has an allocated social worker, the referral should be made directly to them.
- Ensure that referrals are followed-up within 24 hours.
- Ensure that all relevant information held by the school is passed to Enfield Children's Services.
- Ensure that the school is represented at child protection case conferences and core group meetings.
- Monitor children subject to Child Protection (CP) or Child in Need (CIN) plans and report to social workers where there are concerns.
- Ensure records show: what the concerns were, what action was taken, whether any follow-up action was taken, how and why decisions were made.

Supporting Staff

We recognise that staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support staff by providing an opportunity to talk through their anxieties with the safeguarding team and to seek further support as appropriate.

How to Make a Referral

Any professional who has significant and/or immediate concerns about the welfare or safety of a child and that needs an urgent safeguarding response should ring the MASH on 0208 379 5555 before sending through an electronic referral.

Enfield Children's MASH (Multi Agency Safeguarding Hub) (MASH) by ringing 0208 379 5555.

Electronic

Professionals written referrals will need to be completed on the Child Protection section of the Children's Portal. <https://cp.childrenportal.enfield.gov.uk/web/portal/pages/home>

If you are concerned about a child's safety and wellbeing and are aware the case is already open to children's social care, please contact the social worker directly or contact the switchboard on 0208 379 1000.

Phone

0208 379 5555 or out of office hours 0208 379 1000

There is also an online tool Report Child Abuse to Your Local Council on Gov.UK website. It directs you to the relevant local children's social care contact number - <https://www.gov.uk/report-child-abuse-to-local-council>.

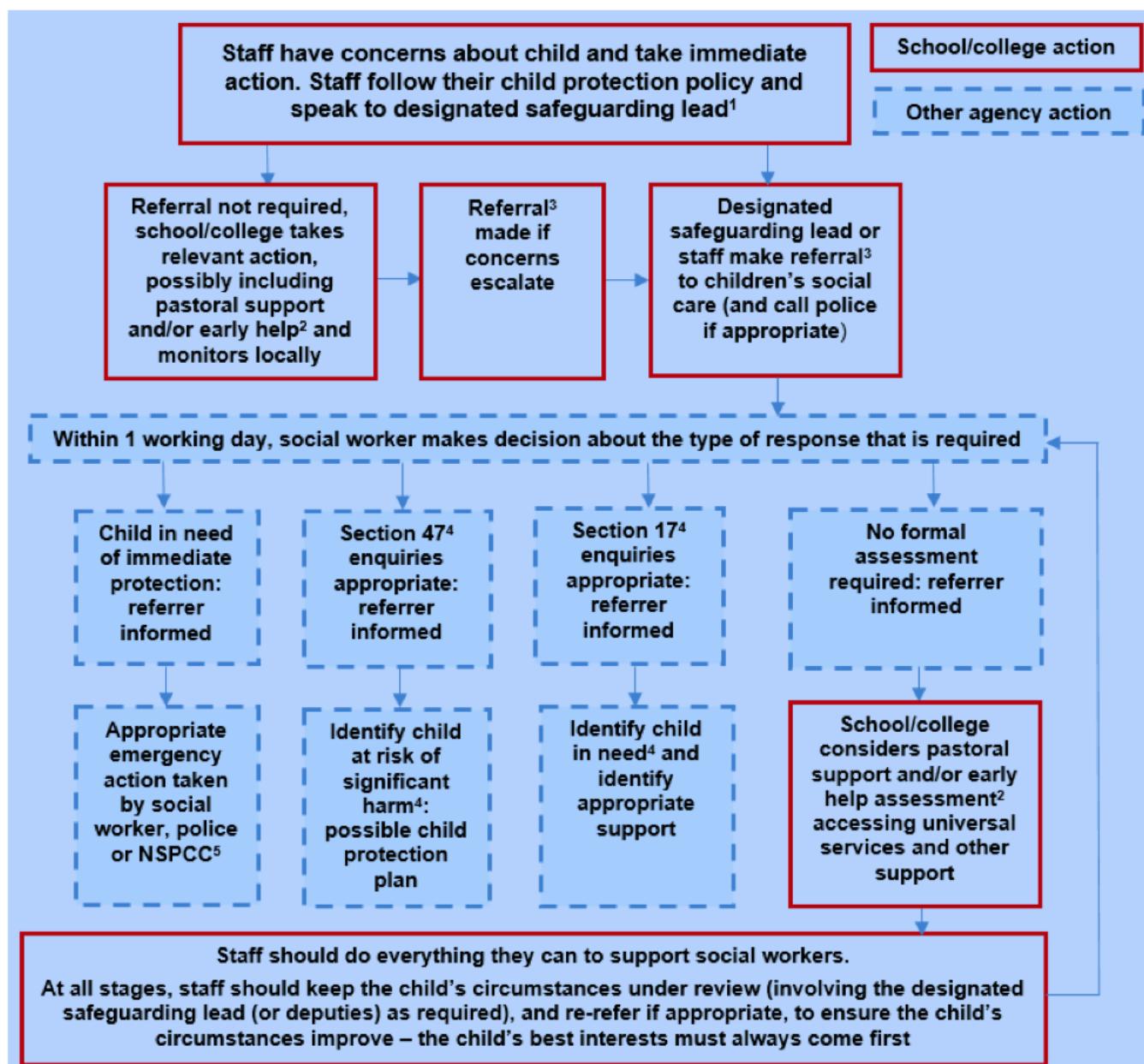
What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- * the child requires immediate protection and urgent action is required;
- * the child is in need, and should be assessed under section 17 of the Children Act 1989;
- * there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- * any services are required by the child and family and what type of services;
- * further specialist assessments are required to help the local authority to decide what further action to take; and
- * to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up with Social Care if information above is not forthcoming.

Actions where there are concerns about a child



What to do if you have safeguarding concerns about another staff member who may pose a risk of harm to children

The school will follow the all London Child Protection Procedures for managing allegations against staff. If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then you need to immediately inform the Co-Head.

In Enfield, the role of the LADO is undertaken by the Deputy Head of Safeguarding and Quality Service (SQS). The telephone number is 0208 379 4392 and more information can be found on <https://new.enfield.gov.uk/safeguardingenfield/allegations-against-adults-working-withchildren-lado/>

The Co-Head will discuss the content of the allegation with the Local Authority Designated Officer (LADO) within one working day and prior to any investigation taking place and complete a LADO referral form.

Email: Using a secure e-mail system (e.g. Egress) send LADO referral form to:
safeguardingservice@enfield.gov.uk and MPESupport.SCS@enfield.gov.uk

Please contact LADO/Duty LADO if you experience any difficulties sending referral form or if you don't receive confirmation of receipt within 1 working day.

Webpage: www.enfieldscb.org (search LADO)

Local Authority Designated Officer – Andreas Kyriacou **Telephone: 0208 132 0369/0208 379 2850**

Where there are concerns/allegations about one of the Co-Heads then it has to be referred to the chair of governors (Tracey Charles) or Safeguarding Governor (Niamh Bays). They will consult with Enfield's Local Authority Designated Officer (LADO) for Safeguarding and Child Protection. Governors details can be obtained by the office staff.

Whistle blowing

- All staff, supply staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.
- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. The NSPCC now have a dedicated helpline. Staff can call 0800 028 0285-line is available from 8:00 AM to 8:00PM, Monday to Friday and email : help@nspcc.org.uk -
- Staff have copies of our whistle blowing policy. There is also a copy located in the staffroom and on our school safeguard system.

Dealing with allegations of abuse against staff

Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. We will also consider referring the matter to the Teacher Regulation Agency (TRA) for consideration for a prohibition order. We will liaise with LADO on such matters. We would also liaise with LADO if we were concerned about the welfare of other children in the community following a staff member's suspension.

The school will 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 in question.

Behaviour and Physical Intervention

Our policy on Positive Handling - Physical Intervention acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal necessary to prevent injury to another person.

- Physical intervention should only be used if the child is in danger of hurting themselves, another person or property.
- We understand that physical intervention of any nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

The policy and guidance is on our safeguarding system for staff to read at regular intervals or access when needed.

Early Help and Prevention

‘Early Help’ means providing support as soon as a problem emerges at any point or stage of development of a child’s life.

All staff are responsible for identifying a child who may benefit from ‘Early Help’. Staff should discuss ‘Early Help’ requirements with the Designated Safeguarding Lead (DSL). Staff may be required to contribute in an ‘Early Help’ assessment. We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos and culture of protection.

The school community will therefore:

- Ensure and maintain an ethos and culture of safeguarding where children feel secure, are encouraged to talk and are always listened to.
- Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- All staff are also made aware of the link between children missing from education and safeguarding.
- Staff follow the school’s safeguarding procedures and must report concerns to the DSL if a child is missing from education repeatedly or without reason.
- Early intervention will be taken to identify if there is any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Any child may benefit from early help, but in particular, staff will be alert to the potential need for early help for children who:

- Are disabled and has specific additional needs.
- Have SEND (whether or not they have a statutory EHC plan).
- Has a mental health need.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing/going missing from care or from home.
- Are at risk of modern slavery, trafficking or sexual or criminal exploitation.
- Are in a family circumstance presenting challenges such as drug and alcohol misuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.

- Are at risk of being radicalised or exploited.
- Has a family member in prison, or is affected by parental offending.
- Has returned home to their family from care.
- Are privately fostered.
- Is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage.
- Persistently absent from education, including persistent absences for part of the school day.

Supporting Children

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel self-blame, helpless and humiliated.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- We realise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We will provide continuing support to a child who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.
- Our PHSE, online safety and SRE programme will support pupils to understand how to recognise when they are at risk and how to get help when they need it.
- Targeted/personalised support will be offered to children if needed.
- As an Early Years provider delivering the Early Years Foundation stage, we aim to meet the specific safeguarding and child protection duties set out in the Childcare Act and related statutory guidance.
- We will ensure that all staff in Early Years settings have the relevant qualifications and skills for their role and that a member of staff who holds a current paediatric first aid certificate is available on school premises at all times.
- Furthermore, the school will ensure that staff levels within the early years setting comply with statutory requirements.

Confidentiality and Sharing Information

We recognise that all matters relating to Child Protection are confidential. The Co-Head or designated lead will disclose any information about a child to other members of staff on a 'need to know' basis only.

- Staff must not discuss the issue with other colleagues, friends or family.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise children confidentiality.

It is noted that 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' (Keeping Children Safe in Education (2022)). This allows practitioners to share information without consent when needed and to the appropriate bodies. This allows practitioners to share information without consent when needed and to the appropriate bodies. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

[Information Sharing Document: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information.

Abuse and Neglect

- Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of these environments.
- **All** staff, 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 exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

The Four Categories of Significant Harm

Indicators of Abuse and Neglect

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. 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 maybe used to facilitate offline abuse. Children maybe 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.	
Indicators in a child/ young person	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness
Show signs of pain or discomfort.	Keep arms and legs covered, even in warm weather.

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 in so far 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.

Indicators in a child/ young person

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

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.

Indicators in a child/ young person

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

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 (also known as child on child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Indicators in a child/ young person

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

On-Line Abuse: All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic 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.

Possible Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may also:

- Be concerned about changing for PE or swimming
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful
- Be reckless with regard to their own or other's safety.
- Self-harm
- Frequently miss school, arrive late or leave the school for part of the day.
- Show signs of not wanting to go home.
- Display a change in behaviour – from quiet to aggressive, or happy to withdrawn.
- Challenge authority
- Become disinterested in their school work.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.
- Acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL decide how to proceed.

Extra Familial Harm (formerly contextual safeguarding)

This simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSLs and their Deputies should be considering the context within which such incidents and/or behaviours occur.

SEND and LAC Pupils

(Special educational needs and disabilities, Looked after children (LAC) and previously looked after children (PLAC)

The school recognises that children with **SEND** can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of children. It is essential that all staff are vigilant when monitoring the health and well-being of all SEND children. Evidence from research confirms that SEND children are particularly vulnerable to abuse and/or neglect.

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury may relate to a child's disability. However, it should never be assumed that a child's indicators relate only to their disability.
- Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers may exist, as well as difficulties in overcoming these barriers.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A SEND child's understanding of abuse.
- Lack of choice/ participation.
- Isolation.

When managing a safeguarding issue relating to a child with SEND, the DSL will liaise with the school's SENDCo, as well as the child's family where appropriate, to ensure that their needs are effectively met.

LAC and PLAC are also another vulnerable group. To help safeguard them from harm, teachers are informed of any relevant updates or changes in these children's circumstances. The DSL will liaise with the Head of Virtual Schools to ensure the right support is put in place for them. **Refer to page 12 for advice on supporting children with communicating their concerns.**

Alternative provision

The school will remain responsible for a child's welfare during their time at an alternative provider. When placing a child with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Staff however, 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.

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 and education. If staff have a mental health concern about a child that is also a safeguarding concern, it should be reporting using our school safeguarding system. Further support needed could be internal or external.

Radicalisation (Prevent Duty)

<https://www.gov.uk/protecting-children-from-radicalisation>

For the purpose of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies.

The current threat of radicalisation in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

- All children and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- We seek to protect children against the messages of all violent extremism.
- When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak to the DSL.
- Staff should report concerns following our normal safeguarding procedures.
- The DSL should report a concern to the Prevent Team at prevent@enfield.gov.uk. The school will ensure it follows its duty under section 26 Counter-Terrorism and Security Act 2015 (The Prevent Duty).

- The school will improve staff's awareness of radicalisation through 'Prevent' training.
- Our school curriculum promotes the fundamental British values of democracy. Further information on this can be found on the school website in the 'About Us' section.

Anti Terrorism Hotline – 0800 789 321

Channel

- Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

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

Staff training above logged in our safeguarding file,, along with certificates.

Specific Safeguarding Issues

Specific Safeguarding Issues: Child Sexual Exploitation, Upskirting, Child Criminal Exploitation: County Lines, Forced Marriage, Female Genital Mutilation (FGM), Breast ironing, Child on Child Abuse, So-Called 'Honour Based Violence', Sexting.

- The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and indicators in relation to specific issues.
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our designated safeguarding team will seek and obtain specific advice and guidance as necessary.
- If needed the school will engage experts and uses specialist material to support the safeguarding preventative work we do and to provide support for the victims and perpetrators.
- Our school values, ethos, behaviour expectations and policies provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools can be found on the TES and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website: www.gov.uk.

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyber bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- Statutory guidance Working Together to Safeguard Children;
- Departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners.
- Departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.
- Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.
- DFE Mental Health and Behaviour in Schools
- NSPCC Website
- DFE Advice for Teaching Online Safety in Schools

More information can be found in 'Keeping Children Safe in Education' documents.

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

<https://www.gov.uk/tackling-child-sexual-exploitation>

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

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

Child Sexual Exploitation

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

We have adopted the following procedure for handling cases, as outlined by the DfE:

Identifying cases

School staff members are aware of and look for the key indicators are as follows:

- Going missing for periods of time or regularly going home late.
- Poor attendance.
- Appearing with unexplained gifts, money and new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Undergoing mood swings or drastic changes in emotional wellbeing.
- Displaying inappropriate sexualised behaviour.
- Suffering from sexually transmitted infections or becoming pregnant.

- Displaying changes in emotional wellbeing.
- Misusing drugs or alcohol.

When CCE and CSE is suspected, local safeguarding procedures will be followed.

Female Genital Mutilation (FGM)

<https://www.gov.uk/female-genital-mutilation>

For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs. It is illegal in the UK.

There is a specific legal duty on teachers - If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. **This applies to either through disclosure by the victim or visual evidence.** Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother, including death.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

Forced Marriage

For the purpose of this policy, a “**forced marriage**” is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

Honour Based Violence (HBV)

This encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse.

A child going missing from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Our school policy on attendance has procedures in place for persistently absent pupils and supports identifying possible abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

County lines criminal activity

For the purpose of this policy, “**County lines criminal activity**” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of children with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a child may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

Indicators that a pupil **may** be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area.
- Unexplained acquisition of money, clothes or mobile phones.
- Excessive receipt of texts or phone calls.
- Relationships with controlling or older individuals or groups.
- Victim of perpetrator of serious violence.
- Leaving home without explanation.
- Evidence of physical injury or assault that cannot be explained.
- Carrying weapons.
- Sudden decline in school results.
- Becoming isolated from peers or social networks.
- Self-harm or significant changes in mental state.
- Parental reports of concern.

Serious Violence

All staff should be aware of indicators, which may signal that 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.

Child on Child Abuse and Anti-Bullying

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying or any form of child on child abuse, including cyberbullying, may lead to consideration under child protection procedures.

Examples of Child-on-Child Abuse

- Bullying (including cyber bullying, prejudice based and discriminatory bullying);
- Physical Abuse
- Up-skirting - typically involves taking a picture under a person's clothing without them knowing,
- Sexting (when someone sends or receives a sexually explicit text, image or video)
- Initiation/hazing type violence and rituals.
- Sexual Violence
- Sexual Harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.

Sexual violence and sexual harassment between children

Sexual violence, sexual harassment and harmful sexual behaviours can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face.

For our Infant children it is likely to be, bullying or being touched in a sexual way. It is important for staff to remember it can happen both inside and outside of school and online and addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Staff need to reassure children that their concerns are being taken seriously and staff will act upon their worries.

Our school approach on minimising child on child abuse.

- As well as having strategies for dealing with incidents our school has considered what we can do to foster healthy and respectful relationships between children through our RSE policy and PHSE programme.
- We provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Staff will follow all cases of bullying through the procedures set out in our 'Anti Bullying' policy. The school will also promote open conversations through our PHSE, on-line safety programmes and KS1 'Mindfulness Monday' weekly sessions.
- A whole school approach to prepare children for life in modern Britain.
- Our values of Kindness, Resilience, Perseverance and Being Brave and Challenging Yourself, permeate through our curriculum and all aspects of school life.
- Raising awareness with all children about the effects of child on child abuse to prevent all forms of child on child abuse and to ensure children have a voice in the school to raise concerns.
- Creating a culture in which our children feel able to share their concerns openly, in a non-judgmental environment, and feel listened to. We do that by;
- Educating and engaging governors, staff, volunteers, children and parents about this issue.

- Involving parents in the review of appropriate school policies.
- Encouraging parents to hold the school to account on this issue.
- Challenging the attitudes that underlie such abuse within our community.
- Creating conditions in which our children can aspire to and build safe and healthy relationships.
- Responding to cases of child on child abuse promptly and appropriately by reporting them through the school's procedures for child protection.

Racists Incidents

The promotion of racial equality is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Reporting Child on Child Abuse

- Where children report concerns about child on child abuse of any kind, staff must take it seriously and ensure the concerns are logged on our safeguarding system so that the designated safeguarding lead or deputies can decide on the most appropriate action.

Staff should follow the

- Relational Response Policy (**Previously known as our Behaviour Policy**) to ensure the perpetrator receives an appropriate consequence for their behaviour.
- Staff should recognise that children are capable of abusing other children and should not be tolerated or passed off as "banter", "part of growing up", "just having a laugh".
- The school recognises 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. We seek to teach children through our behaviour policy, values and curriculum to recognise what is and is not acceptable behaviour and to have the courage to report it, knowing that their concerns will be taken seriously.
- If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider the following:
 - whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
 - whether the perpetrator has repeatedly tried to harm one or more other children; or
 - whether there are concerns about the intention of the alleged perpetrator.

Vulnerable Groups

It is important that staff understand that whilst all children can be at risk of child on child abuse some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence; young people in care; children missing from education; children with additional needs and looked after children or with LAC status.

On-Line Safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

Our on-line (e-safety) policy is a separate document, which recognises the need to have strategies to protect children in the digital world and how to manage pupils' use of school devices whilst in school. This includes our filtering and monitoring procedures on school devices and network.

Filtering and Monitoring

We do all that we reasonably can to limit children's exposure harmful content. This includes supporting and advising parents how to ensure their child is safe when online. In school we have appropriate filtering and monitoring systems in place and regularly review their effectiveness.

In line with the Department for Education filtering and monitoring standards, we ensure the following is in place;

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet our safeguarding needs.

Further information can be found in our on-line safety policy and monitoring and filtering audit.

Domestic abuse

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

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

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

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](#)
- [Safelives: young people and domestic abuse.](#)

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

Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. The school understands it has a duty to inform the local authority of these arrangements.

Children with family members in prison

Children with a family member in prison will be offered pastoral support as necessary.

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. 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.

Pupils required to give evidence in court

Children required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

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.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Relational Response Policy (Previously known as our Behaviour Policy)

Our Behavioural policy is set out in a separate policy and acknowledges that to allow or condone bullying, including online bullying, may lead consideration under child protection procedures.

Health & Safety

Our Health & Safety policy, set out in a separate document reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”.

Extra Curricular Activities

- Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard children and adhere to local safeguarding arrangements. We also ensure that they have DBS clearance and that their companies provide child protection training for their staff.
- Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of children.
- Paid and volunteer staff are informed of our safeguarding procedures and are aware whom our Designated Lead and Deputy Designated Lead are.

Specific safeguarding issues and procedures are detailed in this policy. These should be considered in a broader context of safeguarding our children alongside the following policies:

- Health and Safety Policy
- Behavior Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Racial Equality Policy
- Special Educational Needs Policy
- Policy on Harassment and Discrimination
- Policy on Safer Holding of Children (use of physical intervention)
- Medical Needs Policy
- Welfare Policy (including Changing Policy – intimate care)
- Managing Medicines Policy
- Policy on Drug and Substance Misuse
- E-Safety Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Educational Visits Policy
- Attendance Policy – Links to what to do if a child is missing from education.
- Recruitment and Selection Policy (The governing body has adopted the Local Authority's policy on recruitment and selection. This sets out our position on safer recruitment at each point of the recruitment and selection process.)
- Protocol for Managing Allegations About Members of Staff (The governing body follows the DfE guidance from October 2012 obtaining advice and support from the LA schools' personnel service, LADO, police and other external agencies as required.)
- Whistleblowing
- Safer Recruitment

This Child Protection policy is reviewed annually by staff and governors. Its implementation and monitored by Niamh Bay.

Annex 1 (Support/Advice Documents)

Toolkits

- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.
- [Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
- [Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- [Preventing Harmful Sexual Behaviour toolkit](#) by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.
- [NSPCC - Harmful sexual behaviour framework](#) An evidence-informed framework for children and young people displaying HSB.
- [Contextual Safeguarding Network – Beyond Referrals - Schools](#) levers for addressing HSB in schools.

Additional advice and support Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Relationship abuse: disrespect nobody](#) - Home Office website
- [Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper
- [Together we can stop child sexual abuse](#) – HM Government campaign

Bullying

- [Preventing bullying including cyberbullying](#) - DfE advice **Children missing from education, home or care**
- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance
- [Care of unaccompanied and trafficked children](#) – DfE statutory guidance
- [Modern slavery: how to identify and support victims](#) – HO statutory guidance

Drugs

- [Drug strategy 2017](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association website

(so called) “Honour Based Abuse” including FGM and forced marriage

- [Female genital mutilation: information and resources](#)- Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance
- [Forced marriage](#) - Forced Marriage Unit (FMU) statutory guidance
- [FGM resource pack](#) – HM Government guidance

Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Medical-conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

Homelessness

- [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance 39

Radicalisation

- [Prevent duty guidance](#)- Home Office guidance
- [Prevent duty: additional advice for schools and childcare providers](#) - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)

Violence

- [Serious violence strategy](#) - Home Office Strategy
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office
- [Youth Endowment Fund](#) – Home Office
- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#)- DfE advice

