



Danegrove Primary School

Child Protection and Safeguarding Policy

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Child Protection and Safeguarding Policy

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Policy statement and principles

The fundamental aim of this policy is to promote a safe environment where child protection and safeguarding concerns can be managed in an appropriate way. Danegrove Primary School acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice standards, Department for Education and Ofsted requirements.

This policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that, regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of activities at school in a safe child centred environment. That they are protected from abuse whilst participating in education wherever such learning/activity takes place.

- This policy is available on the school website and is included in the staff handbook.
The policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- This policy is one of a series in the school's integrated safeguarding portfolio.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers, visitors and governors and are consistent with the Barnet SCP's adopted 'London Safeguarding Children Board threshold document' and the London Child Protection procedures as adopted by the London Borough of Barnet Children's and Young People's Services and are in line with 'Working Together to Safeguard Children – July 2018' (updated Dec 2020)
<http://www.workingtogetheronline.co.uk/>

Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

Evaluating effectiveness of the policy

It is the responsibility of the Safeguarding governor to monitor the effectiveness of the policy and in consultation with the DSL make recommendations to the Governing body to amend accordingly.

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- The Children Act 1989 (and 2004 amendments)
- Section 175 of the Education Act 2002 (maintained schools only)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2011 (introduction updated June 2013)
- Working Together to Safeguarding Children – July 2018 (updated Dec 2020)
- Keeping Children Safe in Education - September 2021
- What to do if you're worried a child is being abused 2015
- Mental Health and Behaviour in Schools – November 2018
- School Staffing (England) Regulations 2009
- Statutory guidance on FGM
- Statutory guidance on Prevent duty
- Safeguarding and Remote Education during Coronavirus – April 2020, updated 21/5/20

Terminology

Safeguarding and promoting the welfare of children refers to the process of 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 and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school.

Child includes everyone up to the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, special guardians, foster carers and adoptive parents.

Roles and Responsibilities

Key personnel in School

All school based staff can be contacted during school hours (8:30am – 4:00pm) on the school number – 020 8449 4024

The designated safeguarding lead (DSL) for child protection/Designated Teacher for Looked after Children (LAC) is:

Miss L. Oliver –Head teacher

email: head@danegrove.barnetmail.org

The deputy designated leads are:

Mrs Elena Toumazou – Assistant Head teacher

email: egeorghiou1.302@lgflmail.org

Mrs Kristel Stevens – Learning Mentor

email: knicol.302@lgflmail.org

Mr Huseyin Huseyin – Deputy Head teacher

email: huseyin@danegrove.barnetmail.org

Mr Nick Davis – Deputy Head teacher

email: nick@danegrove.barnetmail.org

The nominated child protection governor is:

Janet Mead

contact school for details

The chair of Governors is:

Linda Gowling

Chair of Governors (for whistleblowing)

contact school for details

Key Personnel at the Local Authority

Multi Agency Safeguarding Hub (MASH)

MASH Team

0208 359 4066

Local authority Designated Officer (LADO)

Rob Wratten

Email: LADO@barnet.gov.uk

School Safeguarding and Exclusion Lead

Jane Morris

020 8359 7743

Outside Agencies

Childline (confidently service for children) – 0800 1111

NSPCC Helpline (if you are worried about a child) – 0808 800 5000 or email: help@nspcc.org.uk

NSPCC Whistleblowing Advice Line – 0800 028 0285

Child Protection Procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE September 2021) refers to four categories of abuse.

Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have mental health problems
- 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-go-lucky 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 to decide how to proceed.

Taking action

See Appendix 1 – Flowchart for raising safeguarding concerns about a child.

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- Record the concern on CPOMs
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed; their artwork could be bizarre; they may write stories or poetry that reveal confusion or distress; or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff must use **CPOMs** to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they must take immediate action and should always discuss their concerns with the DSL.

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; 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.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils, staff will:

- allow them to speak freely
- remain calm and 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'
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. 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
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- record the concern on CPOMS
- seek support if they feel distressed.

Notifying parents or carers

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. 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.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved, unless doing so would put a child(ren) at immediate risk.

Referral to children's social care

If you have a concern that a child is being abused or is at risk of being abused, it will be taken seriously. It is vitally important that you share the information with the Designated Safeguarding Lead or, in their absence, the deputy DSL immediately.

It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child protection referral. For this reason, it is vital that concerns are recorded comprehensively and accurately so that they can be monitored and emerging patterns noticed.

Concerns about children should be recorded using CPOMs.

You must include:

- the date you received information or had concerns.
- the child's full name and class information,
- who you reported the concern to and the date reported
- the nature of the concern including any physical marks seen (record on the relevant body chart) or anything that the child or someone else has told you.
- any actions taken by you

All advice and agreed actions should be recorded and a record kept of whom the concern has been shared with.

If the DSL feels that the information given could require immediate action (it is believed that a pupil is suffering or is at risk of suffering significant harm) then the referral will be made immediately to the MASH team by phone. If the MASH team deem that the concern raised requires investigation then they will request an interagency referral form which the DSL or their deputy should complete and send by the end of that working day. If the MASH team feel that immediate action should be taken then the school will be informed immediately and the appropriate actions – as directed by social services – will be taken by the school to ensure the safety of the child.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Reporting directly to child protection agencies

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child. They must inform the designated safeguarding lead that a referral has been made, as soon as possible.

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputies (including the head teacher) are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

If you cannot find one of the designated safeguarding leads, you must promptly report your concerns to Children's Social Care yourself on 020 8227 3811 and follow up in writing by the end of that working day by using an interagency referral form which should be sent to mash@barnet.gov.uk

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, or deputy DSLs. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. If the allegation concerns the head teacher then staff should discuss their concerns with the chair of Governors.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (September 2021)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child. If a report is made directly to social care then the DSL should also be informed at the earliest convenience.

Child protection information will be stored and handled in line with the Data Protection Act 2018 and General Data Protection Regulations (GDPR).

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Record Keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing (electronically via CPOMs). If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- Any action taken, decisions reached and the outcome

Concerns and referrals will be recorded on CPOMs and always kept separately from other pupil records.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely (via CPOMs) and only available to those who have a professional need to see them.

Safeguarding records relating to individual children will be retained for 7 years after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the whole of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly, securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Confidential Disclosure/incident/Child Protection Concern form and other written information will be stored in a locked facility. Any electronic information will be stored on a secure site (CPOMs) which is both password protected and has additional authenticating software protection which is only available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

If a child leaves the school then the electronic file will either be printed and passed on to the new school or sent electronically, if a secure method of transfer can be confirmed, such as EGRESS. If a paper record is necessary then the safeguarding file will be sent under separate cover, marked CONFIDENTIAL and by RECORDED DELIVERY. If the new school is local then the file should be hand delivered. If the receiving school uses the CPOMs software then relevant records will be passed electronically using the secure system.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are exempt from the disclosure provisions of the Data Protection Act 2018 and GDPR, when there is an ongoing criminal investigation, and in these cases children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the head teacher or the DSL.

The Data Protection Act 2018 and GDPR do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school can withhold education data under GDPR if the serious harm test is satisfied and releasing such data could put a child at risk – for example where a child is in a refuge.

The school's confidentiality and information-sharing policy is available to parents and pupils on request. This can be requested from the main school office.

Roles and Responsibilities

The Designated Safeguarding Lead (DSL) and Designated Teacher for LAC:

- is a senior member of staff and is part of the school's leadership team.
- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, (refresher training every two years - level 3) and will access regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of Barnet Safeguarding Children Partnership (BSCP) procedures
- makes staff aware of Barnet BSCP training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including Barnet BSCP
- ensures that the child protection/safeguarding policy and procedures are reviewed and updated annually
- liaises with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate
- makes the child protection/safeguarding policy available publicly, on the school's website or by other means

The Deputy Designated Safeguarding Leads:

They 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 pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The Governing Body:

Governing bodies must evaluate and 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 is effective and complies with the law at all times.

The responsibilities placed on governing bodies include:

- having a named governor to take leadership responsibility for the organisation's safeguarding arrangements
- facilitate a whole-school approach to safeguarding
- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective safeguarding and child protection policy is in place, together with a staff behaviour policy or code of conduct
- ensuring staff are provided with, and have understood, Part One of Keeping Children Safe in Education (DfE September 2021) – and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead.
- ensuring that all of the Designated Persons undergo Designated Safeguarding Lead training every two years (in line with DfE guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- ensuring all other staff undertake a child protection awareness course (level 1) annually; in addition to regular updated training, staff will receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- ensuring temporary staff, visitors and volunteers are made aware of the school's arrangements for child protection and safeguarding;
- ensuring the school has procedures for dealing with allegations of abuse against staff (including supply staff), visitors and volunteers;
- ensuring that a member of the governing body is nominated to be responsible for liaising with the LA in the event of allegations of abuse being made against the head teacher.
- prioritising the welfare of children by creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensure that there are clear systems and processes in place for identifying possible mental health problems in pupils, including routes to escalate and clear referral and accountability systems.
- ensuring that children are taught about safeguarding in an age appropriate way
- ensuring that appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Part 2 of Keeping Children Safe in Education (DfE September 2021)- available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

The Governing Body is responsible for ensuring that any deficiencies or weaknesses in the school's arrangements for safeguarding and promoting the welfare of children are addressed and remedied without delay. The Governing Body will seek advice from and work in partnership appropriately with Barnet Council in fulfilling its safeguarding and child protection responsibilities.

Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the school, the day to day operational responsibility rests with the Head teacher.

Maintained schools: Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. As governance is not a regulated activity, they do not need a barred list check, unless, in addition to their governance duties, they also engage in regulated activity. A section 128 check for school governors should be carried out, as a person subject to one is disqualified from being a governor.

- When joining the Governing body the appropriate authorities should obtain two references for the Governor.

- All governors should undertake a child protection awareness course (level 1) annually.

The Governing body must review school policies annually.

Supporting Children

We recognise that a child who is abused or neglected may find it difficult to develop and maintain a sense of self-worth. We recognise that children may feel helpless and humiliated and may blame themselves for what has or is happening to them. Our school may provide a vital source of stability in the lives of children who have been abused or are at risk of harm. We recognise that the behaviour of a child in these circumstances may range from that which is perceived to be 'normal' to aggressive or withdrawn.

We aim to support all children in our school by:

- Encouraging a sense of self-worth and assertiveness whilst not condoning bullying and aggression. Bullying in itself may result in the threshold of significant harm being met and we take seriously our responsibility to challenge bullying behaviours in accordance with our anti-bullying policy;
- Promoting a caring and safe environment within the school and
- Providing opportunities through the PSHE curriculum for children to learn strategies to protect themselves, ask for help and support and gain confidence in standing up for their rights and valuing and respecting others.
- Developing a whole school approach to mental health by providing a mental health programme to support children to recognise and understand their own mental health and develop strategies for maintaining positive mental health.
- Working in partnership with other services involved in safeguarding children and notifying Children's Social Care as soon as there are significant concerns about a child.

Helping Children to keep themselves Safe

Children are taught to understand and manage risk through our relationships education and health education lessons, which are taught as part of our personal, social, health and economic (PSHE) scheme, as well as through all aspects of school life. Our approach is designed to help children to think about risks they may encounter, and with staff, work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures.

The school continually promotes an ethos of respect for children, and they are encouraged to speak to a member of staff in confidence about any worries they may have.

Children's Mental Health and Safeguarding

Schools have an important role to play in supporting the mental health and wellbeing of all pupils. All staff must be aware of the link between mental health and possible abuse. Mental Health concerns may indicate that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be aware that abuse, neglect and other adverse childhood experiences can have a lasting impact and know how these experiences may effect a child's mental health, behaviour and education.

All staff must take action on any mental health concerns that are also safeguarding concerns and follow the school's procedures by referring to the DSL or a deputy. It is important that staff, including the DSL/Deputies, do not make a diagnosis of the mental health problem, but they should be aware of which behaviours may indicate a mental health problem and ensure that support is offered. Support can be within the school setting via the school wellbeing programme. Where the need goes beyond school support the school must seek advice from trained professionals and refer the child accordingly.

Children who may require early help

Early Help Assessment

Barnet operate a system of early intervention measures to support families at the earliest stages. Early Help Assessment documents and guidance can be found at [Early Help for Children - Barnet](#)

All staff should be aware of the early help process; understand their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

School staff will identify children who may benefit from early help in order to provide support as soon as a problem emerges, discuss with the designated safeguarding lead and support other agencies and professionals in an early help assessment including acting as the lead professional in undertaking an early help assessment. The designated safeguarding lead will support the member of staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The Early Help Assessment is designed to be used when:

- There are concerns about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- a child or young person, or their parent/carer, raises a concern
- a child's or young person's needs are unclear

If early help and or other support is appropriate, then staff will implement the team around the child support plan/monitor the situation and feed back to the DSL/DDSL any ongoing/escalating concerns so that consideration can be given to a referral to MASH if the child's situation doesn't appear to be improving.

If a child or young person reveals they are at risk of significant harm, school staff should follow child protection procedures immediately.

Team Around the Child (TAC)

After gaining consent from the child/family to share information gathered from discussions, relevant professionals will be invited to come together in a TAC to assess the child's needs and decide with the child/family a course of action to provide the services needed.

A TAC is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child, young person or family.

TAC supports particular elements of good professional practice in joined-up working, information sharing and early intervention. The TAC is a model of service delivery that involves:

- a joined-up assessment (usually an Early Help Assessment)
- a lead professional (LP) to coordinate the work
- the child / young person and family at the centre of the process
- a virtual or flexible multi-agency team that will change as needs change
- coordination at the point of delivery
- a TAC support plan to meet the needs of the child / young person
- regular meetings to which the child / young person and families are invited to attend.

Children in need of Protection

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

If a child is thought to be in need of protection then a referral must be made to the Multi Agency Safeguarding Hub – MASH (020 8359 4066).

If the MASH team feel that **immediate action** should be taken to protect the child then the school will be informed immediately and the appropriate actions – as directed by MASH – will be taken by the school to ensure the safety of the child.

If immediate action is not necessary the MASH team may still make the decision to take further action. In this case the family concerned will be contacted by social services who, will on investigation, decide what action will be taken.

If it is decided that the child is in need of protection then an **initial Child Protection Conference** will take place with all key partner agencies (including schools) and the family attending. At the child protection conference all relevant information and reports from key partner agencies will be shared and discussed. All professionals contribute to the decision, with the chair making the final decision to put the child either on **Child Protection (CP) Plan** or a **Child in Need (CIN) Plan**. Both decisions result in a team of professionals working to support the family whilst protecting the child/children.

Child Protection (CP) Plan

If a child is made the subject of a Child Protection Plan (CP) then they are classed as being at risk of significant harm. If the child is made the subject of a CP plan then a child protection outline plan will be drawn up at the initial CP conference. The DSL or deputy DSL will then become part of a core group and will attend regular core group meetings, submitting reports accordingly. Class teachers and any other relevant adults will be asked to contribute to the reports to give up dated information of the child's attendance and punctuality, presentation, communication with parents, academic progress, social and emotional development, relationships with peers and staff and any concerns the member of staff may have.

Any actions pertinent to the school and its support of the child (as decided in the CP core meetings) will be discussed between the DSL and relevant staff and actioned/monitored and evaluated accordingly with updated reports being given to other involved agencies and the family at the CP core meeting.

The decision to take a child off a Child Protection Plan is made in consultation with all key partner agencies at a Child Protection Review Meeting, with the final decision being made by the chair. The decision of the review may be to continue the CP plan or to move the child to a CIN plan with the relevant agencies continuing to support the family.

Child in Need (CIN) Plan

If a child is made the subject of a Child in Need Plan (CIN) then a team of professionals will meet together to share information, identify the need and agree the most effective inter-agency plan to meet the needs with a measurable outcome for the child identified within a stated timescale. The DSL or deputy DSL will attend all relevant meetings, submitting reports accordingly. Class teachers and any other relevant adults will be asked to contribute to the reports to give up dated information of the child's attendance and punctuality, presentation, communication with parents, academic progress, social and emotional development, relationships with peers and staff and any concerns the member of staff may have.

The decision to take a child off a CIN plan is made by the professionals attending the CIN meetings and will only be actioned if all outcomes for the child have been met.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Looked after Children (LAC) or previously LAC
- disabled or have special educational needs (SEND)
- young carers
- showing signs of engaging in anti-social or criminal behaviour
- showing early signs of abuse and/or neglect
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality

- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.
- children of prisoners

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children with special educational needs and disabilities

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- communication barriers and difficulties
- reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- disabled 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 disabled child's understanding of abuse
- lack of choice/participation
- isolation

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education and children whose parent/carer has expressed an intention to educate them at home is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. It is a requirement for schools to notify the local authority if a child has been absent ten consecutive days or more without permission.

The school will, where reasonably possible, hold at least two emergency contact numbers for each pupil to give the school additional options to contact a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern, this includes children that have a social worker.

In line with the attendance policy, if a child is absent and no contact has been made with the immediate family or any of the emergency contacts by the end of day two then two staff members (one will always be the DSL or a Deputy DSL) will visit the home to ensure that the child is safe and not at risk of harm. If no contact is established then the school will contact the appropriate authorities to seek further advice on how to safeguard the child.

Young Carers

In many families, children contribute to family care and well-being as part of normal family life. A young carer is a child who is responsible for caring on a regular basis for an adult or a sibling who has illness or disability. Caring responsibilities can significantly impact upon a child's health and development.

The school will complete an interagency referral form if they suspect a child has caring responsibilities and/or complete a young carer's referral form on <https://www.barnet.gov.uk/young-people/young-carers> where advice on how to support a young carer can also be found.

Government guidance is contained in ['Improving Support for Young Carers'](#)

Peer on peer abuse and Bullying

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's behaviour policy and **anti-bullying procedures** where necessary.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations. Staff recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. Support will be given to victims, perpetrators and any other children affected. Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

School leaders and all staff who work directly with children should read Annex A of Keeping Children Safe in Education, September 2021, which contains additional information about specific forms of abuse.

Children can abuse children, and all staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- Bullying
- Cyberbullying
- Gender based violence
- Racial based violence
- Sexual assaults/sexually harmful behaviour
- Sharing of nudes and semi-nudes
- Upskirting

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed in the anti-bullying policy.

If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the head teacher and the Designated Safeguarding Lead will consider implementing child protection procedures.

There will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

When considering whether behaviour is abusive, it is important to consider:

- whether the abuse is potentially a criminal offence
- could put pupils in the school at risk
- if the abuse involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sharing of nudes and semi-nudes).
- 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.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sharing of nudes and semi-nudes, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service helps professionals assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

Staff should recognise the gendered nature of peer-on-peer abuse (that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

If a pupil makes an allegation of abuse against another pupil:

- staff will record the allegation (on CPOMs) and inform the DSL
- staff will not investigate it
- The DSL will contact MASH and follow its advice accordingly – as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.

In order to minimise the risk of peer on peer abuse the school:

- provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- challenge any form of derogatory or sexualised language or behaviour
- have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- have relevant policies in place (e.g. behaviour policy, bullying policy, e-safety policy).

Sharing of nudes and semi nudes

Guidance on responding to and managing of Sharing of Nudes and Semi Nudes incidents can be found at: www.nspcc.org.uk.

Sharing of nudes and semi-nudes is the sharing of sexual, naked or semi-naked images of themselves or others, or sending sexually explicit messages via any shared media. Creating or sharing explicit images of a child is illegal even if the person doing it is a child.

If a staff member is aware of an incident involving sharing of nudes and semi-nudes then they:

- must report it to the DSL immediately
- must **not** view, download or share the imagery or ask a pupil to share or download it – if the staff member has viewed the image then they must inform the DSL.
- must **not** delete the image or ask a pupil to delete it
- must **not** ask pupils to disclose any information in regard to the image
- must **not** share information about the incident with other staff members, pupils or parents/carers
- must **not** say or do anything that could blame or shame any pupils involved.
- must explain to the pupil that you will need to report the incident, whilst reassuring the pupil that they will receive support and help from the DSL or DDSL.

The DSL will hold an initial meeting with the appropriate school staff to determine: the risk to pupils, if a referral needs to be made, if it is necessary to view the image to safeguard a child (in most cases the image should not be viewed), if further information is needed, whether the image has been shared widely and on what platforms, relevant facts about the pupil(s) involved, if there is a need to contact another school or setting, whether to contact parents/carers of the pupils involved (in most cases parents should be involved).

The DSL will make an immediate referral to the police and/or MASH if:

- the incident involves an adult

- there is reason to believe the pupil(s) have been coerced, blackmailed or groomed, or if there are concerns about the pupil's capacity to consent.
- What the DSL knows that about the imagery suggests that the content depicts sexual acts which are unusual for the pupil's developmental stage
- The imagery involves sexual acts and any pupil in the imagery is under 13 years old
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery

If none of the above apply then the DSL, in consultation with relevant staff (including the head teacher), may decide to respond to the incident without involving the police or social services. If this is the case then the relevant pupils will be interviewed to establish the facts and assess the risks, with any concerns of harm or risks being evaluated and referred to the police/MASH immediately if deemed appropriate.

The DSL will inform parents at the earliest possible point and keep them involved in the process, unless there is good reason to think that involving the parents/carers will put the pupil at risk of harm.

All sharing of nudes and semi-nudes incidents will be recorded and will follow the recording procedures as set out in the 'Confidentiality and Sharing Information' section of this policy.

Upskirting

This generally involves taking a picture under a person's clothing without their knowledge, with the intention of viewing intimate parts of a person's body for sexual gratification, or to cause the victim distress, alarm or humiliation. Upskirting is now a criminal offence (Voyeurism (offences) Act - 12th April 2019). Any incidents/allegations of upskirting must be taken seriously and reported immediately to the DSL.

Contextual Safeguarding (assessment of risk outside the home)

Staff must be aware that safeguarding incidents/behaviours can be associated with factors outside the school and home and can occur between children outside of school, such as relationships that children form in their neighbourhood or online. All staff should consider the context within which such incidents/behaviours occur. An assessment of a child should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It is important that any such factors are shared with all relevant agencies.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into a criminal activity. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. CCE can be a one-off occurrence or be a series of incidents over time and can range from opportunistic to complex organised abuse. Staff must be aware that CCE can happen online as well as in person. Staff must be aware of indicators which may signal that a child is at risk from, or involved with serious violent crime. These may include absence from school, a change in friendships or relationships with older individuals or groups, a decline in attainment and progress, signs of self-harm, 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. Advice for schools is provided in the Home Office's [*Preventing Youth Violence and Gang Involvement*](#).

County Lines

County lines describes gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other forms of a 'deal line'. Exploitation forms an integral part of the county lines model with children exploited to move and store drugs and money. Offenders will use coercion, intimidation, violence and weapons to ensure compliancy. Children can be targeted at school, FE, and HE institutions, PRUs, children's homes and care homes. Children can become trapped and can be threatened with serious violence towards both the victim and their families if they attempt to leave the county lines network.

If a staff member suspects that a child is at risk of or involved in county lines then they must inform the DSL who will make a safeguarding referral alongside looking at the availability of support to the victim. Advice for schools is provided in the Home Office's [*Criminal Exploitation of Children and Vulnerable Adults: County Lines*](#) guidance.

Sexual Exploitation of Children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and Relationships curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Domestic Abuse

Domestic Abuse is:

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim."

The harm caused to children can be significant – through emotional and physical abuse and/or neglect. From 2002 the definition of significant harm was amended to include "the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home". Therefore if staff are aware that a child is witnessing or hearing domestic abuse, they should inform the Designated Safeguarding Lead, who should in turn refer the matter to the MASH Team on 020 8359 4066.

Operation Encompass

To further support children that may be living with domestic abuse the school is part of Operation Encompass (run by the Metropolitan Police). If the police attend a domestic incident at a child's home address and a child/ren were present then the school is sent a notification via a secure cloud-based application.

The notification is accessed by the DSL and then confidentially shared with the relevant staff on a need to know basis in order for the child/ren to receive ongoing silent support throughout the school day. If any staff member becomes concerned in regard to the child's behaviour etc. then they must raise their concern with the DSL.

If a child/ren disclose to a staff member about the incident then, even though the school has been informed via Encompass, the disclosure must be dealt with in exactly the same way as any other. It must be recorded on CPOMs and the DSL informed. The DSL will then contact MASH so that they have all the information shared by the child.

Honour-Based Abuse

‘Honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBA are abuse.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are a risk from their parents and families.

Female Genital Mutilation (FGM)

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. Any information/concern that a child is at immediate risk or has undergone FGM must be referred to MASH on 020 8359 4066. Staff should be alert to the need to act quickly and not to mediate with or alert parents to professionals’ concerns.

In regard to reporting cases of FGM, the police can be contacted on 101. If a report is made directly to the police then the DSL should also be informed at the earliest convenience.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period. All staff should also observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

Radicalisation and Extremism (Prevent)

“From 1 July 2015 all schools and childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” - The Prevent duty

The government defines extremism 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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism (this will normally be the Designated Safeguarding Person). The SPOC for Danegrove Primary School is Lorita Oliver.

Danegrove Primary School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children with a Social Worker

Staff should be aware that children may need a social worker due to safeguarding or welfare needs such as abuse (including domestic abuse), neglect and complex family needs. All these experiences can leave a child vulnerable to further harm, as well as creating barriers to attendance, learning, behaviour and positive mental health. Special regard must be held in relation to the response to unauthorised absences or missing education, both should mean that the DSL is informed so that the relevant actions can be taken. Staff should be aware that children with social workers may need additional pastoral and academic support.

At this school all children with social workers are automatically identified for weekly wellbeing support. This wellbeing support will continue for a minimum of three months after the social worker contact with the child/family ceases.

The DSL will ensure that staff know if a child in their class (year group, if applicable) has a social worker and where appropriate share the child's experiences. For example this would mean that a teacher would know that the child has witnessed domestic abuse but not always the details. The DSL will support staff to identify the challenges that the child may face and any additional pastoral and academic adjustments that may be needed to support them.

Private fostering arrangements

Private fostering arrangements are under reported and there is a duty on all professionals to identify such arrangements so that children can be safeguarded.

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.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they must raise this with the DSL and the school must notify the local authority of the circumstances.

The school will sensitively screen all new admissions to identify whether private fostering arrangements are taking place.

Children staying with host families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable, and where possible request enhanced DBS checks with barred list information. In such circumstances the school follows the guidance in *Keeping Children Safe in Education (2021)* to ensure that hosting arrangements are as safe as possible.

Good practice guidelines and staff code of conduct

Danegrove Primary School has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. To understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect. Staff also have access to 'Keeping Children Safe in Education' (September 2021) and have read and understood part one and Annex A. All staff sign a declaration to say they've read the guidance at the beginning of each academic year.

All staff should be aware of the dangers inherent in:

- working alone with a child, including 1:1 communication online
- physical interventions;
- cultural and gender stereotyping;
- dealing with sensitive information;
- giving to, and receiving gifts from, children and parents;
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
- disclosing personal details inappropriately;
- meeting pupils outside school hours or school duties;
- making inappropriate sexual comments;
- excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- being alert to a child's mental health needs
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff code of conduct and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

If any member of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this policy and Local Safeguarding Partner's procedures, then this will be viewed as misconduct, and appropriate action will be taken.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

Staff/pupil online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Please refer to the e-safety policy and staff handbook.

Staff engaging in the personal use of social media websites are asked to maintain professional conduct in relation to:

- Checking privacy settings
- Profile pictures
- Posting on social media

Staff must not have contact with any pupils/past pupils or parents through social media.

Staff must not 'friend' any pupils/past pupils or parents or have contact through social media.

Staff are not permitted to make contact with pupils/past pupils via mobile phones (see home communication for exceptions), including text messaging and also including but not limited to 'apps' such as WhatsApp, Instagram, Facebook Messenger, Snapchat.

Home Communication

Teachers will be permitted to communicate with parents and pupils via phone, Seesaw or a video call if the school is in partial or full lockdown, if face to face contact is restricted or they are having to teach remotely. Teachers can communicate with parents and pupils at any time via their child's Seesaw accounts as long as the communication is in regard to school issues only.

It is important that all staff who interact with children, including over the phone and via e-mails, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per this policy.

Danegrove Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

When staff members contact children/parents by phone, email or video calling they will ensure that:

- They either use an app like 3CX that will route calls through the school's number rather than their own, or block their number so that it can't be seen.
- They only contact a child via the parent's phone and never directly to a child's phone
- They have a parent there at the child's end, and have the phone on speaker phone
- They only email from their lgflmail accounts and never from a personal account.
- They only communicate with a child via the child's Seesaw account and never to a child's personal email account.
- They communicate within school hours as much as possible
- The conversation and the language used is professional and appropriate
- The date of the phone call/video call is recorded and who was spoken to, including the parent's name
- All email communication is kept
- Any concerns are raised as soon as reasonable possible with SLT, including any concerns raised during email communication.
- Any safeguarding concerns are raised as soon as reasonable possible with the DSL and put in writing, whether that be on CPOMs or emailed directly to the DSL.

Danegrove Primary School is committed to keeping their pupils safe, including online. In the event of lockdowns/home learning the school will ensure that at least one of the weekly activities set for home learning is a 'Keeping Safe Online lesson'. The school website will contain information and links to support both parents and children with the appropriate resources to keep safe whilst learning online.

Remote Learning

Where teaching is being undertaken remotely the teacher will ensure that they follow the same approach as laid out in the staff code of conduct. Staff must maintain professional boundaries at all times to both protect the children in their care and ensure that the children and the teacher feel safe, respected and valued. If teachers are teaching remotely they must:

- sit against a neutral background
- avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
- dress like they would for school
- double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- use professional language
- if possible, ask pupils to also be in a shared space in their house, rather than in their bedroom
- ask that children are dressed appropriately and to either blur their background or apply a background
- ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background
- respond to behaviour concerns as they would in the classroom
- expect to be treated with respect by any adult within the child's house and report any concerns immediately to SLT

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague (including supply teachers) towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code (accessible on itslearning) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues (including supply teachers) should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors. If a member of staff has been dismissed or removed due to a safeguarding concern then the school will inform the DBS.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations against staff (including supply staff and contractors)

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Part 4 of *Keeping Children Safe in Education (DfE, September 2021)* and in the school's 'Dealing with Allegations of Abuse against Teachers and other Staff' Guidance for Schools.

All allegations against staff must be made as soon as possible to the head teacher who, has a duty to report to the Barnet Local Authority Designated Officer LADO within 24 hours if it is alleged that a member of staff has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates that he or she is maybe unsuitable to work with children.

The allegation will be dealt with according to the process laid out in Part 4 of 'Keeping Children Safe in Education' September 2021 and Appendix 5 of Working Together to Safeguard Children – July 2018 (updated Dec 2020). The Head teacher or the Chair of the governing body (if it is an allegation is about the headteacher) will work with the Local Authority Designated Officer (LADO) (LADO@barnet.gov.uk or through the MASH team) to confirm the details of individual cases and to reach a decision on the way forward in each case, in conjunction with Children's Social Care and the Police Child Abuse Investigation Team.

The Headteacher/Chair of Governors will not investigate the incident by interviewing either those directly involved or any witnesses as this is likely to jeopardise any subsequent criminal investigation unless this has been agreed after consultation with the LADO.

A staff member should report a concern or allegation directly to the LADO if there is a conflict of interest in reporting to the head teacher.

If the allegation is against the headteacher then the Chair of Governors must be notified and they will take the appropriate steps.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police and to the DBS.

Supply Staff

Allegations against a supply teacher must be dealt with correctly and a school must not decide to stop using a supply teacher due to safeguarding concerns without first finding out the facts and liaising with the LADO. The following actions should be taken:

- The Head teacher, on behalf of the governing body, should discuss with the supply agency whether it is appropriate to suspend the supply teacher or redeploy them within the school whilst an investigation is carried out.
- The supply agency should be fully involved and co-operate but the school will normally take the lead.
- The allegations management meeting should address issues such as information sharing to ensure concerns or allegations known to the agency are taken into account.
- When using an agency for supply staff the school will inform them of our process for managing allegations, including keeping them up to date with the information about policies.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the schools day.

Allegations in relation to a staff member's personal life

It is the professional responsibility of all staff to inform the head teacher if the following applies:

- That a member of staff has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include arrest for possession of a weapon or be involved in a domestic abuse incident at home, where no child was present, but concern could be raised in regard to the trigger and if that could occur in the school setting.
- As a parent or carer, has become subject to child protection procedures;
- Is closely associated with someone in their personal lives (e.g. partner; member of the family or other household member) who may present a risk of harm to child/ren for whom the member of staff is responsible in their employment/volunteering

If an allegation arises about a staff member, outside of their work with children, and this may present a risk of harm to child/ren for whom the member of staff is responsible for through their employment, then a meeting will be convened to decide whether the concern justifies:

- approaching the member of staff's employer for further information, in order to assess the level of risk of harm; and /or
- inviting the employer to a further meeting about dealing with the possible risk of harm.

If an allegation of abuse against someone closely associated with a staff member is felt to present a risk of harm to child/ren for whom the staff member has responsibility for through their employment then a meeting will be convened to consider:

- the ability and/or willingness of the member of staff to adequately protect the children
- whether measures need to be put in place to ensure their protection
- whether the role of the member of staff is compromised.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with Guidance

for safer working practice for those working with children and young people in education settings (September 2019). The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation, as well as online safety, and to know what to do if they have a concern.

This training will be regularly updated and will:

- be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- be in line with advice from the 3 safeguarding partners
- have regard to the Teachers' Standards to support the expectation that all teachers:
 - manage behaviour effectively to ensure a good and safe environment
 - have a clear understanding of the needs of all pupils

New staff and governors will receive a briefing during their induction, which includes the school's Child Protection & safeguarding policy; staff code of conduct; reporting and recording arrangements; and details of the DSL and deputy DSLs. All staff, including the DSL, head teacher and governors will receive training that is regularly updated (at least annually). All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings (INSETS) throughout the year. All staff will sign a declaration stating they have read and understood Part 1 of KCSIE 2021.

Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE September 2021) and the Barnet BSCP by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full and can be found in the main school office.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification by association legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors, will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Volunteers and Governors will be kept up to date by the DSL and will be invited to attend staff meetings in relation to safeguarding updates. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The head teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection/safeguarding policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, we will check that effective child protection arrangements are in place.

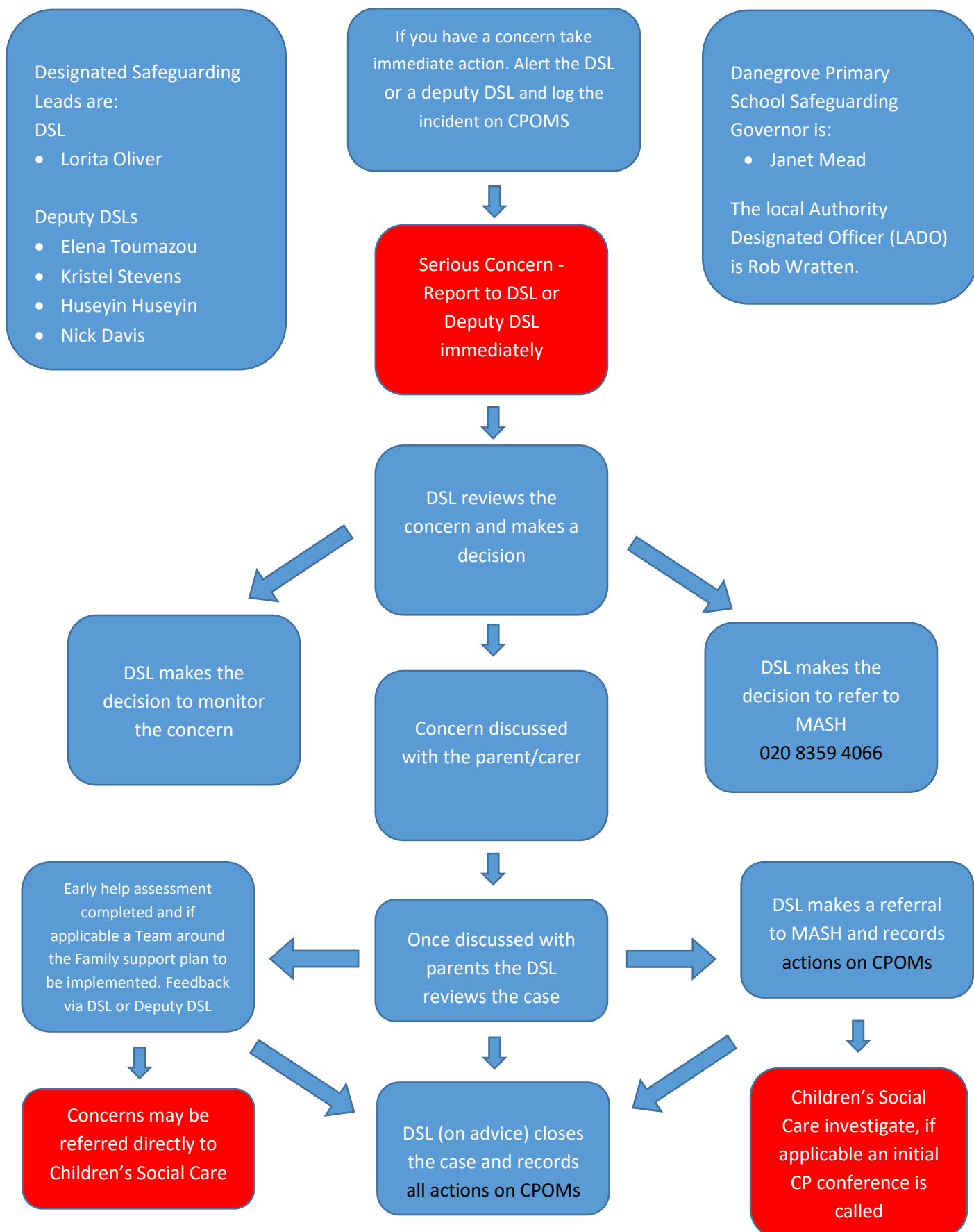
Reminder – What to do if you are worried about a child

Talk to the designated safeguarding lead or one of the deputy DSLs immediately. If you are unable to contact the DSL or one of the deputy DSLs and you have any concerns that a child may be being abused, maltreated or neglected, then please ring the **Multi Agency Safeguarding Hub (MASH)** on 020 8359 4066. They will be able to advise on what action, if any, needs to be taken.

Related safeguarding portfolio policies

This policy should be read alongside our other safeguarding policies, which are set out in Appendix 2.

Flow chart for Raising Safeguarding Concerns about a child



Appendix Two

Related Safeguarding Policies

- Behaviour Policy
- School Code of conduct
- Complaints Procedure
- Anti-bullying Policy
- Whistleblowing Policy
- SEND Policy
- Photography and Videoing Policy
- Safer Recruitment and Selection Policy
- Disciplinary Policy
- E-Safety
- Attendance Policy