



Safeguarding and Child Protection Policy 2019-20

Named personnel with designated responsibility for safeguarding

Academic Year	Designated Senior Professional	Deputy Designated Senior Professionals	Named Governor	Chair of Governors
2019-2020	Deputy Headteacher - Karol Stelmaszczyk	Headteacher - Anna Smakowska Assistant Headteacher- Nicola Zanelli Assistant	Marie Louise Walker	Mary O'Connor

POLICY REVIEW

This policy will be reviewed in full by the Governing Body on an annual basis.

Reviewed:	Approved by Governing Body:	Date of next review:
September 2019		Autumn 2020

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APPENDICES:

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THE FOLLOWING DOCUMENTS ARE AVAILABLE IN THE DEPUTY HEAD TEACHER'S OFFICE.

1. Keeping Children Safe in Education: information for all school and college staff (DfE September 2019)
2. Harrow LSCB Multi Agency Threshold Guidance
3. Female Genital Mutilation (FGM) Guidance for schools Metropolitan Police
4. Working Together to Safeguard Children (2018)
5. Governance handbook and competency framework (March 2019)
6. The Prevent duty; Departmental advice for schools and childcare providers (June 2015)
7. Inspecting safeguarding in early years, education and skills setting (September 2019)
8. 'What to do if you're worried a child is being abused' (March 2015)

1. INTRODUCTION

The governors and staff of Woodlands School fully recognise the contribution they make to the safeguarding of children. We recognise that all staff, teaching and non-teaching, including volunteers, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, emotional and moral development of the individual child. This policy applies wherever staff or volunteers are working with pupils even when they are away from the schools, for example, at an activity centre or on an educational visit.

It is important to recognise the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/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.

All staff must read the Department for Education: Keeping Children Safe in Education Part 1 September 2019 which is attached to this policy.

This policy should be read in conjunction with the Staff Code of Conduct policy, Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy, Whistleblowing Policy, E-safety policy, Use of Mobile Phone Policy, Health and Safety Policy and Attendance policy.

2. AIMS OF POLICY

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.

- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially Social Services and the police.
- Ensure that all adults within our school who have substantial access to children have been recruited and checked as to their suitability in accordance with Part Three of 'Keeping Children Safe in Education' (DfE September 2019).
- To ensure all members of the school community are treated with dignity and respect.

3. STATUTORY FRAMEWORK

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

4. ROLES AND RESPONSIBILITIES

4.1 THE DESIGNATED SAFEGUARDING LEAD is Karol Stelmaszczyk (Acting Deputy Headteacher)

The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can also be contacted out of school hours if necessary on his email kstelmaszczyk1.310@lgflmail.org.

In absence of the DSL staff is expected to follow the same reporting procedures and report any procedures to deputy designated safeguarding lead.

The Deputy Designated Safeguarding Lead in the absence of the Deputy Headteacher in Woodlands school is: Anna Smakowska (Headteacher) and Niccola Zanelli (Assistant Headteacher).

The designated safeguarding lead is expected to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- As required, liaise with the 'case manager' and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially pastoral support staff, school nurses and SENCOs) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;

The DSL will also keep the Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

Training

The designated safeguarding lead (and deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

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

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's safeguarding policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need and their special educational needs and disabilities;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- link with the Harrow Strategic Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

Child protection file

Where children leave the school the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. The DSL (designated safeguarding lead) will also inform the child's social worker as soon as they leave the school.

Raise Awareness

The designated safeguarding lead should:

- ensure the school child safeguarding policies are known, understood and used appropriately;
- ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with The Strategic Safeguarding Partners for Harrow (HSSP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, in exceptional circumstances availability could be via telephone call or email.

The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours activities.

4.2 THE HEADTEACHER

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

4.3 THE GOVERNING BODY

The Governing body must ensure that they comply with their duties under legislation. They must also have regard to this 'Keeping Children Safe in Education' (2019) guidance to ensure that the policies, procedures and training in the school are effective and comply with the law at all times.

The Governing body should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include:

- ensuring there is an appropriate senior member of staff from the school appointed to the role of designated safeguarding lead.
- having an effective safeguarding policy; and
- a staff code of conduct policy which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

The named governor for child protection is: Annmarie Taylor-Kent who takes leadership responsibility for the School's safeguarding arrangements. The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

Our Governing Body will have access to safeguarding training. Our named Governor for Safeguarding will have access to additional training at least every two years to support the Headteacher in managing allegations against staff and volunteers who work with children and young people and to support the annual review of this policy, in order to keep it updated in line with local and national guidance/legislation.

4.4 WHOLE SCHOOL COMMUNITY AND STAFF RESPONSIBILITIES

Our school recognises that Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including: pupils' health and safety; the use of reasonable force; meeting the needs of pupils with medical conditions; providing first aid; educational visits; intimate care; internet or e-safety; appropriate arrangements to ensure school security, taking into account the local context.

All our staff maintain an attitude of 'it can happen here' and are aware of the signs and indicators of abuse (Appendix 1).

All members of staff have a responsibility to provide a safe environment in which children can learn. Our staff induction process includes information on our arrangements and systems for child protection, the staff code of conduct and details of the Designated Safeguarding Lead (DSL). All members of staff are provided with opportunities to receive appropriate training which is regularly updated, in order to develop their understanding of the signs and indicators of abuse and of the school's child protection procedures.

In conjunction with this policy, all members of staff are provided with, and are required to read, the Department for Education statutory guidance as outlined in Part 1 of 'Keeping Children Safe in Education 2019'.

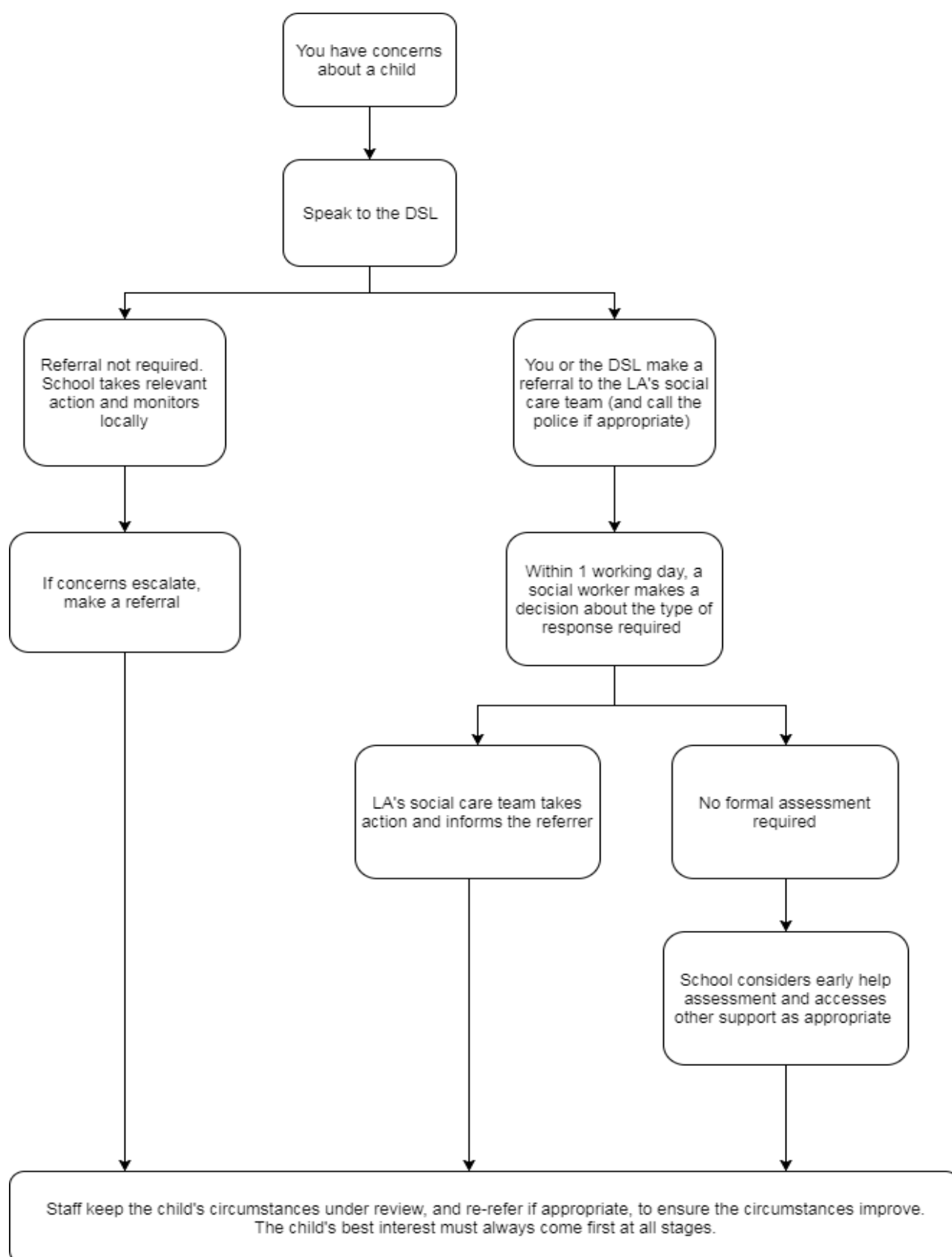
All members of staff, volunteers and governors know how to respond to a student who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

All staff needs to be able to identify learners 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, from the foundation years through to the teenage years. These are the vulnerable children in schools. All staff should be aware of their local early help process and understand their role in it. Part of this duty involves understanding the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm.

All staff should stay vigilant and school in partnership with local authorities and the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence (See appendix 1 for definitions and signs) and extra-familial threats like radicalisation and sexual exploitation.

School procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



5. TYPES OF CHILD ABUSE (See appendix 1 for definitions and signs).

All staff and volunteers should be aware that the main types of abuse and these are:

- Physical abuse including FGM (Female Genital Mutilation)
- Emotional abuse including domestic violence
- Sexual abuse including Child Sexual Exploitation (CSE)
- Neglect

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

Female Genital Mutilation (FGM)

FGM involves procedures that include the partial or total removal of the external female genital organs for non-medical reasons; it still exists as a traditional custom in many communities across the world and is practiced across faith groups.

FGM is known by a number of names, including 'female genital cutting', 'the cut', 'circumcision' or 'initiation'. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 years old and therefore girls within that age bracket are at a higher risk.

FGM is illegal in many countries across the world but is still a deeply rooted custom (Kenya 96% of women have undergone FGM and yet it is illegal in this country). It is widely practised mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. FGM has also been documented in communities in Iraq, Israel, Oman, the United Arab Emirates, Palestine, India, Indonesia, Malaysia and Pakistan.

FGM as a practice is medically unnecessary, extremely painful and has serious health consequences, both at the time-when the mutilation is carried out and in later life. FGM is a form of child abuse and violence against women.

The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

Under section 5B of the 2003 Act from 31 October 2015 onwards there is a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. This is a statutory duty, and staff will face disciplinary sanctions for failing to meet it.

Regulated health and social care professionals and teachers are required now to report cases of FGM in girls under 18s which they identify in the course of their professional work to the police by calling 101. This is a personal duty; the professional who identifies FGM / receives the disclosure must make the report.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM, must speak to the DSL immediately. The DSL will make appropriate and timely referrals to Social Care and to the police if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include; a pupil confiding in a professional that FGM has taken place, a mother/family member disclosing that FGM has been carried out, a family/pupil already being known to social services in relation to other safeguarding issues. Other indicators are; if a girl is having difficulty walking, sitting or standing, or looking uncomfortable, finding it hard to sit still for long periods of time (where this was not a problem previously), spending longer than normal in the bathroom or toilet due to difficulties urinating, having frequent urinary, menstrual or stomach problems, avoiding physical exercise or missing PE, being repeatedly absent from school, or absent for a prolonged period, demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour, being reluctant to undergo any medical examinations and talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include; the girl's family having a history of practising FGM (this is the biggest risk factor to consider), FGM being known to be practised in the girl's community or country of origin, a parent or family member expressing concern that FGM may be carried out, a family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues. Other risk factors include a girl having a mother, older sibling or cousin who has undergone FGM, having limited level of integration within UK society, confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman", talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period, requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM, talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion), being unexpectedly absent from school.

The above indicators and risk factors are not intended to be exhaustive

Impact of FGM

Immediate impact – severe pain and bleeding, shock, great pain and difficulty in passing urine, urinary infection, trauma and even death.

Long term impact – Physical, sexual and psychological impact including, chronic pelvic infections and pain, decrease in sexual enjoyment, post-traumatic stress disorder, depression, menstrual and urinary disorders, adverse events during childbirth, tearing of scar tissue, extremely painful sex, infertility.

Emotional abuse including Domestic Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 causing children frequently to feel frightened or in danger, serious bullying (including cyberbullying) or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Emotional abuse also happens when a child is subjected to witnessing domestic abuse between both or one of his/her parents.

Domestic abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. A child who is subjected to domestic abuse either through directly observing it or is exposed to its effects is emotionally scarred and is under a lot of stress. Domestic Abuse chips away at feelings of self-worth and independence. Domestic abuse can also include verbal abuse such as yelling, name-calling, blaming, and shaming, as well as controlling behaviours such as financial control, isolation or intimidation. These behaviours are all aspects of emotional abuse. The physical, psychological and emotional effects of domestic abuse on children can be severe and long-lasting. Some children become withdrawn and find it difficult to communicate, others may act out the violence or aggression they have witnessed, or blame themselves for the abuse. All children living with abuse are under a great deal of stress and need support.

Head Teachers are notified of Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Guidance for Schools.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any

other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL. The DSL will: speak to the pupil about the concerns in a secure and private place, activate the local safeguarding procedures and refer the case to the local authority's designated officer, seek advice from the Forced Marriage Unit on 020 7008 0151 or **fmfco.gov.uk**.

Sexual abuse including Child Sexual Exploitation (CSE)

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. They may arise from 'grooming' activities with the intention of sexually exploiting young people and children. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Sexual Exploitation is a form of child abuse which involves children and young people (male and female) receiving something in exchange for sexual activity. Key indicators of children being sexually exploited can include: regularly missing school or education, appearing with unexplained gifts or new possessions, having older boyfriends or girlfriends, associating with young people involved in exploitation, mood swings or changes in emotional well-being or displaying inappropriate sexualised behaviour. It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions. If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access

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

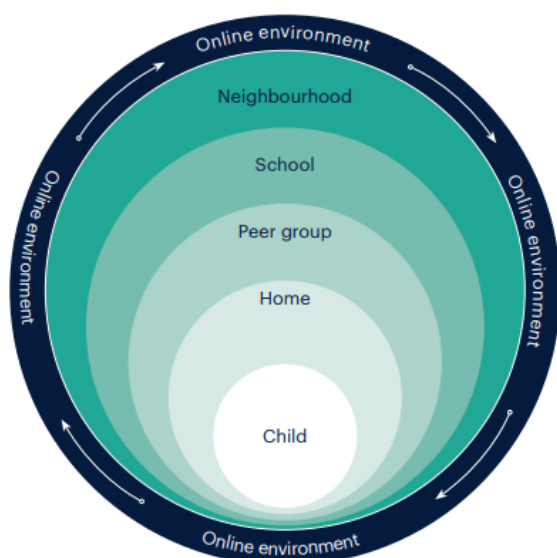
Children Missing from Education – Neglect continued

All children at Woodlands School have an entitlement to a full time education which is suitable to their age, ability, aptitude, medical and special needs they may have. The school has an Attendance Policy to deal with attendance issues and makes reference to those children who are persistently absent as well as children who leave Woodlands School without clear indications of where they will be continuing their education.

A child missing education from school due to repeated and unexplained absence, or by leaving the school unexpectedly is a potential indicator of abuse or neglect, or where a family may be in need of additional support. This applies to children who have significant absence from school without good reason, including persistent absentees and those that go missing unexpectedly.

Where parents do not contact the school to inform us that their child cannot attend, the school will contact the family. Where reasonably possible, we ask that parents and caregivers provide more than one emergency contact number for each pupil. This is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. When a family cannot be contacted for 3 days a referral will be made to the appropriate agencies. In situations where a child is subject to a Child Protection Plan the child's social worker will be informed on the first day of absence.

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.



Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to raised concerns therefore needs to consider the range of possible types abuse set out above and capture the full context of children's experiences. As a school we have adopted a 'contextual safeguarding' approach and by ensuring our response to incidents takes into account any potential complexity.

6. SCHOOL PROCEDURES

When there are safeguarding and child protection concerns about a child the member of staff or visitor **must refer to the Designated Safeguarding Lead (or in her absence, one of the Deputy Designated Officers) immediately** and record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. (Appendix 4)

The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

All written records will be kept in a locked and secure place. Written records of concerns about a child are kept even if there is no need to make an immediate referral.

As a person who works with children, staff have a duty to refer safeguarding concerns to the designated safeguarding lead. However, if:

- concerns are not taken seriously by the school; or
- action to safeguard the child is not taken by professionals; and
- the child is considered to be at continuing risk of harm

then staff should also contact Harrow Children's Services (including out of hours) on 020 8901 2690. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- stay calm and listen carefully;
- reassure the child that s/he has done the right thing in telling you;
- not investigate or ask leading questions;
- let the child know that s/he will need to tell the DSL;
- not promise to keep what they have been told a secret;
- inform the DSL as soon as possible; and
- make a written record of the allegation, disclosure or incident which will be signed, and dated using the school's safeguarding record procedure

Support for staff

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated safeguarding Lead (DSL).

The DSL has access to support and appropriate workshops, courses and seminars as organised or recommended by the Harrow Strategic Safeguarding Partnership (HSSP).

7. CONFIDENTIALITY

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it to understand its significance and then take appropriate action.

We recognise that all matters relating to child protection are confidential; the Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another. Timely information sharing by all staff is essential to effective safeguarding

We will always undertake to share our intention to refer a child to Harrow Council's Directorate for Education, Health and Social Care with their parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

8. COMMUNICATION WITH PARENTS

The School will ensure the Safeguarding and Child Protection policy is available publicly via the school website. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- the behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- leading to an unreasonable delay;
- leading to the loss of evidential material;
- placing a member of staff from any agency at risk

We will ensure that the parents have an understanding of the responsibilities placed on the school and staff for safeguarding children. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. RECORD KEEPING

When a child has made a disclosure or there is a concern, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation or concern is observed. Use the school concern book located in the DSL office to write down your concern wherever possible. (Appendix 4)

- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any injuries (Appendix 4) and attach to your other written records.
- Record statements and observations rather than interpretations or assumptions.

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

10. PREVENTION & SUPPORTING VULNERABLE PUPILS

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn. We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate **early support and intervention.**

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

The school will support the pupil through:

- Curricular opportunities to encourage self-esteem and self-motivation. Providing across the curriculum, including within PSHE and SRE opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- The school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the positive ways of supporting the child's behaviour that will not damage the pupil's sense of self-worth.
- The school's 'E-safety policy' which emphasises how children can be safe when using the Internet.
- Liaison with other agencies which support the pupil such as Social Care, Children and Young People with Disabilities team, Early Help Support, CAMHS, Educational Psychologist and other relevant professionals.
- Commitment to develop productive and supportive relationships with parents/carers.
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers.

- Recognition that children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.
- Monitoring and supporting pupil's welfare, keeping records and notifying Social Care if needed
- Recognising that children come from a variety of different cultural backgrounds, the school has developed policies to ensure that we embrace diversity in religion and faith, race, ethnicity, gender and sexual orientation.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. They will also notify the Children & Disabilities Team in Harrow.

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Preventing Radicalisation is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In **June 2015 the 'Prevent' Duty came into force**. It places statutory duties on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the DSL or the Head Teacher.
- If deemed necessary, serious incidents will be discussed and referred to Harrow Children's Services.

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

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to do so in safety. We do not tolerate bullying of any kind and we will challenge derogatory language and behaviour towards others.

Statutory Duties

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

- Counter terrorism and Security Act (2015)
- Keeping Children safe in Education (2019)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018)
- Promoting fundamental British values as part of SMSC in schools : Departmental advice for maintained schools (DfE 2014)

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11. SAFER RECRUITMENT

Our school operates safer recruitment procedures in line with our 'Recruitment Policy' including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring
- service requirements in relation to Regulated Activity; teachers' Prohibition Orders and the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- the school will keep an up-to-date record of staff and governors who have undertaken Safer Recruitment training.
- we hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff and governors. Copies of these checks, where appropriate, will be held in individuals' personnel files.
- our school complies with the requirements of Keeping Children Safe in Education 2019.
- our school complies with the requirements of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- should we dismiss or remove a member of staff or a volunteer because they have harmed a child, or poses a risk of harm to a child or would have done so if they had not left, we will report this to the Disclosure and Barring Service (DBS).

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This is in line with the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education (2019), and with local safeguarding procedures.

Individuals are disqualified from childcare provision if they have committed certain specified offences. At Woodlands all staff should sign a self-declaration form to confirm that they are not disqualified from caring for children. A record of self-declaration will be kept on the school's Single Central Record.

When services are delivered by a third party or agency, education or otherwise, on the school site, we will obtain written notification from them that they have carried out the necessary safer recruitment checks that we would otherwise perform. We will check that the person presenting themselves for work is the same person on whom the checks have been made.

12. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

We are aware of the possibility of allegations being made against members of staff or volunteers that are working with or may come into contact with children and young people whilst in our school. Such allegations are usually that some kind of abuse has taken place. They can be made by children and young people or other concerned adults. An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

If an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or DSL, or if not present the most senior teacher available. The Headteacher or DSL on all such occasions will follow the procedures in the Harrow Child Protection Procedures, (<https://www.harrowscb.co.uk/>) and will inform the Local Authority Designated Officer (LADO) – **Janice Miller on 02087366435 (Mon, Tues, Thursdays Friday)** or any other days contact the **Golden Number: 020 8901 2690** (out of hours: 020 8424 0999). All referrals, including LADO should be sent to: **duty&assess@harrow.gov.uk**

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

If the allegation made concerns the Headteacher, the person receiving the allegation will immediately inform **Karol Stelmaszczyk (DSL)** and the **Chair of Governors new chair** who will consult the LADO as above, without notifying the Headteacher first.

Whosoever contacts the LADO (at 2 or 3 above) will discuss the nature of the allegations in order for appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made.

To reduce the risk of allegations, all staff should be aware of safer working practice as detailed in the Government document '*Keeping Children Safe in Education*' (2019) and should adhere to the guidance contained in the staff Code of Conduct, Positive Behaviour Policy and Physical Intervention Policy.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer: **Janice Miller**.

If it is an immediate safeguarding concern, and it is considered that a child is at immediate risk of harm, this should be referred to the MASH on 0208 901 2690 to be passed to the appropriate manager.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Harrow Strategic Safeguarding Partnership (HSSP), Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Headteacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

The Headteacher will also:

- Consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- Contact the parents or carers of the child/young person if advised to do so by the LADO;
- Consider the rights of the staff member for a fair and equal process of investigation;
- Ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- Act on any decision made in any strategy meeting;
- Advise the Disclosure and Barring Service (DBS) where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

13. WHISTLEBLOWING

We advise our staff of our 'Whistleblowing Policy' and of how it can be implemented. Staff are aware of their duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unsuitable. If necessary, the member of staff will speak to the delegated 'Whistleblowing' Governor who is **new chair**.

If staff feel unable to raise a child protection or safeguarding issue in school, they can call the NSPCC whistleblowing helpline on 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.

14. MANAGING ALLEGATIONS AGAINST PUPILS and PEER ON PEER ABUSE

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

All staff should be clear as to the school policy and procedures with regards to peer on peer abuse outlined in our Anti Bullying Policy (see appendix 5)

Peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Our school will ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

Our response will:

- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate).
- treat all children involved as being at potential risk – whilst the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and at risk of harm themselves. We will ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse and the child who has allegedly been responsible for it.

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. If staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.

- Ensuring pupils know they can talk to staff confidentially by talking to them about 'safe' adults to talk to including the DSL as appropriate to their level of understanding.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

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

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL and class teacher will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

15. VOLUNTEERS

Volunteers are very welcome at Woodlands School. Volunteers will meet with the Designated Safeguarding Lead or senior member of staff to become familiar with the school's 'Guidance for Agency Staff and Volunteers' and Safeguarding & Child Protection Policy to ensure that they fully understand the role they play in safeguarding our pupils. We will obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.

16. INTIMATE CARE

Intimate care is any care which involves carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. The school is committed to ensuring that all staff responsible for intimate care of children will undertake their duties in a professional manner at all times.

All pupils requiring support with Intimate Care needs such as toileting will be treated with dignity, in age appropriate ways and by staff who are familiar to them. **Doors should not be locked during times of intimate care.**

Please see the 'Intimate Care Policy' for further information.

17. PHYSICAL INTERVENTION

Our policy on physical intervention used by staff is set out in separate policy and will acknowledge that staff may only use reasonable force as a last resort, meaning no more force than is needed to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment. Our staff have specific training to meet the children's needs. The policy complies with the DfE's guidance on use of reasonable force. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

18. BULLYING and PEER ON PEER ABUSE

Our policy on bullying will be set out in a separate policy and will acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. (See Anti Bullying Policy – Appendix 5)

19. RACIST INCIDENTS

Our policy on racist incidents is set out in a separate policy. It acknowledges that a single serious incident, repeated racist incidents or to allow or condone racism may lead to consideration under child protection procedures.

21. HEALTH AND SAFETY

Our Health & Safety policy and our Educational Visits Policy are set out in separate documents. They reflect the consideration we give to the protection of our children both within the school environment and when undertaking school trips and visits away from the school environment.

Accidents and Welfare

If an accident occurs, the child/ren are attended to by a first aider. The first aider and senior leader then judges whether any medical attention is required. In cases when children are medically attended to, the parents are informed and an incident/accident form is completed.

Site Safeguarding

The school safeguards the site in a variety of ways. All entrances to the school building are secure. Access to the school site is via the main office and all visitors are expected to sign in and wear a visitor's badge. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. The fire alarm and emergency pin point alarms are tested on a weekly basis. **Staff must report all health and safety concerns to the school office immediately.**

Fire Drills

Fire drills are carried out half termly; findings are reported to the governors and actions are written and followed up by premises staff. Fire Wardens are trained on a 2 year cycle and all staff receive Fire Safety Awareness Training.

22. ONLINE SAFETY

Our 'E Safety' school policy is set out in a separate document. We ensure the online safety is included in the curriculum at all levels and that information is also provided to parents/carers.

All staff are made aware of the school policy on Online Safety which sets our expectations relating to:

- Creating a safer online environment;

- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line;
- Inspiring safe and responsible use and behaviour;
- Safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones;
- What steps to take if you have concerns and where to go for help.

As a school increasingly working online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the governing body will ensure appropriate filters and appropriate monitoring systems are in place.

23. MOBILE PHONES AND CAMERAS

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

24. PRIVATE FOSTERING

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At Woodlands School we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face.

APPENDIX 1

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

PHYSICAL ABUSE
<i>DEFINITION: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Uncaused syndrome by proxy.</i>
<i>SIGNS:</i> <ul style="list-style-type: none">• Marks and Bruises• Suspicious stories about how marks made• Frequent bumps etc• Broken Bones• Frightened / nervous at simple movements / jumpy• Jumping when adult raises voice• Introverted, shy or withdrawn• Tearful• Poor behaviour / Bullying others• Repeating inappropriate behaviour/ bullying• Violent outbursts• Hair missing• Scratches /cuts or burns• Stories include violent descriptions / pictures depict regularly violent scenarios• Hitting or aggressive to other children• Sleeping in class• Self-conscious when changing for PE• Restless and fidgety• Wetting / soiling them self• Mood swings• Little contact with other children• Poor attendance• Use of bad language• Physically threatening behaviour• Shouting• Violent role play• Tenderness/ pain• Self-harm,• Not wanting to go home,• Hiding if they think they are in trouble• Frightened of certain objects• Afraid to make mistakes• Uncooperative• fear of adults or unable to form relationships with adults.• change in eating habits• changes in behaviour• clingyself-comforts

FEMALE GENITAL MUTILATION (FGM) IS PHYSICAL ABUSE

DEFINITION:

"FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child." Multi-Agency Practice Guidelines: FGM

FGM is against the law, it is also illegal for a child to be taken abroad in order that FGM can be carried out.

THE 4 MAIN TYPES OF FGM :

- TYPE 1 –clitoridectomy– removing part or all of the clitoris.
- TYPE 2 – excision – removing part or all of the clitoris and the inner labia (lips that surround the vagina), with or without removal of the labia majora (larger outer lips).
- TYPE 3 – infibulation – narrowing of the vaginal opening by creating a seal, formed by cutting and repositioning the labia.

TYPE 4 - other harmful procedures to the female genitals -which include pricking, piercing, cutting, scraping and burning the area.

WHO IS MOST LIKELY TO BE AT RISK?

- Likely to come from a community that is known to practice FGM
- The position of the family and integration within UK society
- Any girl born to a woman who has been subjected to FGM
- Any girl who has a sister who has already undergone FGM
- Any girl withdrawn from PSHE.
- In the UK, the Home Office has identified girls from the Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities as most risk of FGM (2014).

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Age bracket of between 5-8 years of age - BUT NOT ONLY

INDICATORS WHICH CAN SUGGEST THAT FGM IS ABOUT TO HAPPEN OR HAS BEEN CARRIED OUT

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Fracture or dislocation of legs/arms as a result of restraint
- Spend long periods of time away from a classroom during the day with bladder or menstrual problems
- Severe pain in groin area / Haemorrhage
- Being withdrawn - emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends);
- Urinary infections
- A girl having difficulty walking, sitting or standing and may even look uncomfortable.
- Repetitive urine problems / menstrual problems
- Spend longer than normal in the bathroom or toilet
- Repeated absences
- Noticeable changes in behaviour / withdrawn

- A girl may talk about pain or discomfort
 - Reluctant to get changed for PE or undergo normal medical examinations
 - Change in physical appearance/dress & body language
 - Detached or isolated/Withdrawn or aggressive
 - Extremes of emotion
 - Unable to form relationships with adults
 - Changes in attitude, personality or behaviour OR Changes in interaction with others
 - Feelings shown through writing or art work
 - Peer group problems
 - Suddenly underachieving / different approach attitude at school
 - Long absence from school / Holiday abroad during extended holidays / Being taken 'home' to visit family
 - Visit to the UK of female family elder from country of origin
 - Over hearing a conversation / A girl may talk about a special procedure or occasion, talk about becoming a woman
 - Discussing being given gifts / A special occasion to 'become a woman'
 - Has unusual behaviour after an absence from school
 - Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear

EMOTIONAL ABUSE

DEFINITION: *Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone. Children witnessing domestic abuse between the parents or carers is also emotional abuse.*

SIGNS:

- Low self esteem
- Withdrawn / frightened / shy
- Secretive
- Makes little eye contact
- Emotionally finds it difficult to maintain relationships with peers and adults
- Jumpy or stuttering during conversations with adults
- Cries a lot / very sensitive
- A Loner
- Pictures use mainly dark colours
- Stealing
- Mood swings
- Lack of concentration
- Very quiet, speaks little
- Poor social skills
- Bullies others
- Very unsettled
- Anti-social behaviour
- Lack of confidence
- Anxiety
- Anger
- Wetting or soiling self
- lack of trust in others
- tired
- depressed
- tantrums
- negative language towards others
- hyper-sensitive
- hypo sensitivity
- eating disorders
- lack of empathy
- fear of going home
- excessively tactile
- clingy
- not wanting to talk about home
- self-harm
- fear of making mistakes
- lying
- self-comforts

DOMESTIC ABUSE IS EMOTIONAL ABUSE

DEFINITION: *Domestic abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. A child who is subjected to domestic abuse either through directly observing it or is exposed to its effects is affected emotionally and is under a lot of stress*

SIGNS

- Disproportionate reactions (overly apprehensive, tearful, angry or fearful)
- Withdrawn or quiet
- Negative relationships with opposite sex (children and peers)
- Aggression or bullying
- Tantrums
- Vandalism
- Problems in school, truancy,
- Difficulty with speech problems that were not there before
- Difficulties with learning
- Attention needing
- Struggle to make or keep friendships
- Reluctance to come to school
- Reluctance to go home with parents
- Aggressive comments or language (sometimes not expected for that age)
- Self-harming
- Nightmares or insomnia
- Bed-wetting
- Anxiety, depression, fear of abandonment
- Feelings of inferiority
- Constant colds, headaches, mouth ulcers, asthma, eczema
- Seem afraid or anxious to please
- Need for constant acceptance
- Be possessive over friends or belongings
- Indifferent to authority
- Attitudes towards men/women
- Low self-esteem
- Tiredness
- Neglect issues
- Under-nourished
- Shouting/repeating abusive phrases
- Role play with toys or peers,
- Flinching
- Poor attendance
- Scared of loud voices or no emotional response to shouting
- Fear of adults.

SEXUAL ABUSE including Child Sexual Exploitation

DEFINITION: *Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. They may evolve from 'grooming' activities arising from the intention of sexually exploiting young people and children.*

SIGNS:

- Hides under clothes / baggy clothes
- Inappropriate physical contact with other children
- Withdrawn / shy
- Aggressive to children of the opposite sex
- Scared of others
- Don't like being touched
- Touch themselves or others
- Won't change for PE
- Very quiet or loud
- Use of sexual language
- Stories or drawings include sexual connotations
- Exposing self
- Hesitate when wanting to talk to teacher
- Soiling/ wetting / stains on underwear
- Repeated Urine problems
- Re-enacting sexualised behaviour as part of play
- Bruising
- Sexually specific behaviour or/and language
- Abusive to other children
- Little physical contact, finds hugs touches difficult and will move away.
- Flinching
- Clingy
- sexualised behaviour beyond years
- awareness of sexual acts
- bleeding
- self-harm
- itching
- masturbation
- bed wetting

**APPENDIX 2 - KEEPING CHILDREN SAFE IN EDUCATION: INFORMATION
FOR ALL SCHOOL AND COLLEGE STAFF (DFE, 2019)**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



Department
for Education

Keeping children safe in education Statutory guidance for schools and colleges

Part one: Information for all school and college staff

September 2019

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Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children.

- Governing bodies of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs)

are asked to ensure that all staff in their school or college read at least Part one of the guidance.

For ease of reference Part one is set out here as a stand-alone document.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centered and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

2. 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.

3. 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.

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

- protecting children from maltreatment;
- preventing impairment of children's 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.

5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. All staff have a responsibility to provide a safe environment in which children can learn.

8. 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, from the foundation years through to the teenage years.

9. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 35-47. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school and college staff need to know

13. All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the;

- child protection policy;
- behaviour policy;³
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

1 Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children. 2 The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012. 3 All schools are required to have a behaviour policy (full details are here). If a college chooses to have a behaviour policy it should be provided to staff as described above.

15. All staff should be aware of their local early help⁴ process and understand their role in it.

16. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁽⁵⁾

17. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for:

Early help

18. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
 - is misusing drugs or alcohol themselves;
 - has returned home to their family from care; and
 - is a privately fostered child.

⁴ Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children. ⁵ More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.

Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

20. All school and college staff should be aware that 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.

Indicators of abuse and neglect

21. **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 may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

22. **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.

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

24. **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 nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

25. **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.

Safeguarding issues

26. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse

27. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence,⁶ such as rape, assault by penetration and sexual assault;
 - sexual harassment,⁷ such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting,⁸ which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

28. All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

6 For further information about sexual violence see Annex A.

7 For further information about sexual harassment see Annex A.

Serious violence

29. 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.

30. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance⁹.

Female Genital Mutilation

31. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.¹⁰ 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. See Annex A for further details.

Contextual safeguarding

32. 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 designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which 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. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding.

⁸ For further information about 'upskirting' see Annex A. ⁹ For further information about violent crime see Annex A. ¹⁰ Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Additional information and support

33. Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

34. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child

35. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

36. If staff have any concerns about a child's welfare, they should act on them immediately. See page 15 for a flow chart setting out the process for staff when they have concerns about a child.

37. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

38. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;¹¹ or
- a referral for statutory services,¹² for example as the child might be in need, is in need or suffering or likely to suffer harm.

¹¹ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working Together to Safeguard Children. ¹² Chapter 1 of Working Together to Safeguard Children sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and

39. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

40. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). 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.

Early help

41. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

42. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

43. The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.

What will the local authority do?

44. 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;
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

45. The referrer should follow up if this information is not forthcoming.

46. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

47. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

48. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

49. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.¹³ Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;

- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

50. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

13 An analysis of serious case reviews can be found at Serious case reviews, 2011 to 2014.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

51. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

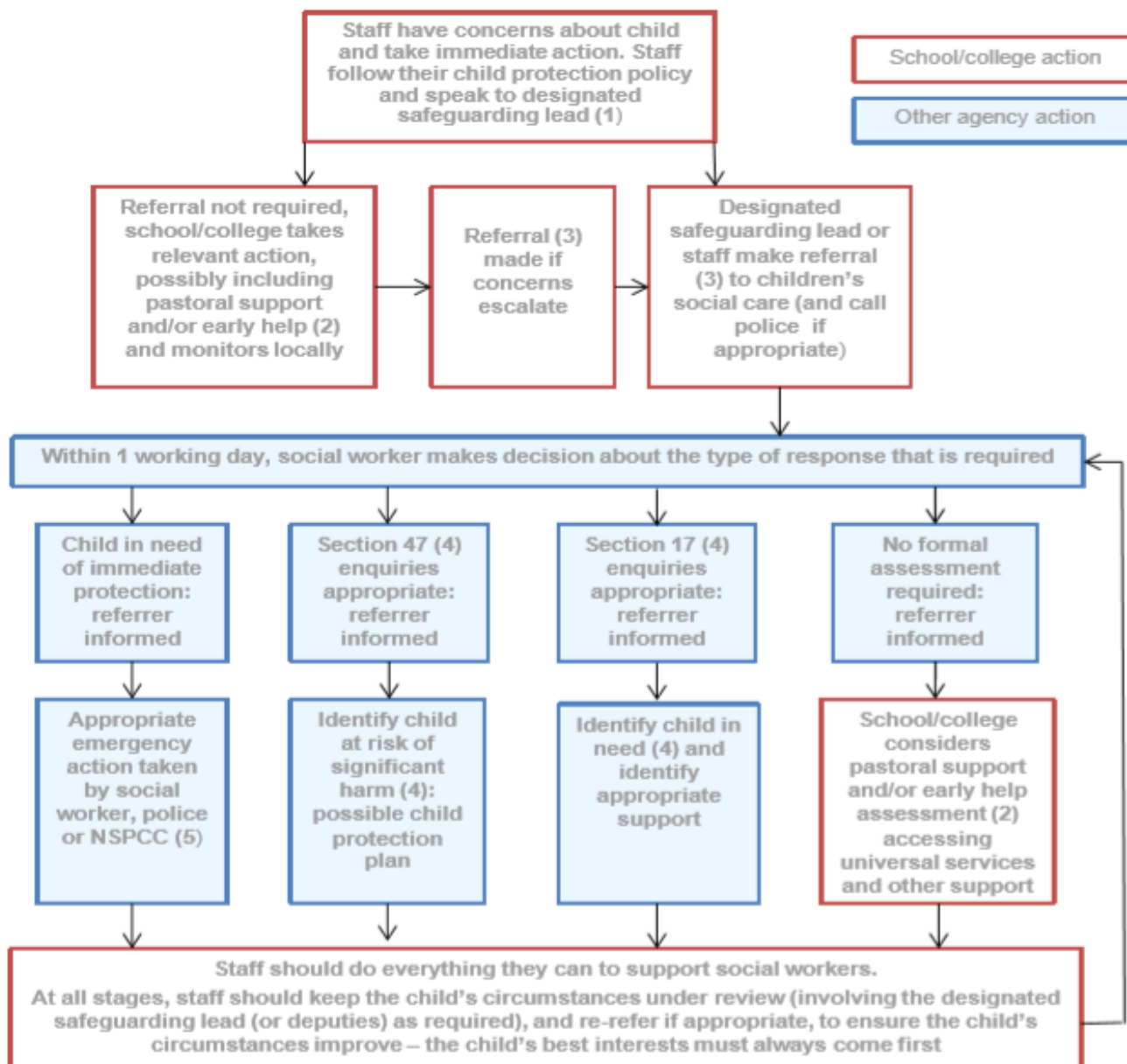
52. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

53. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing; and
- the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.¹⁴

¹⁴ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy). Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Annex A Index

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Children and the court system

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

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

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

Children missing from education

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

Children with family members in prison

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

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;

- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁵ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

Exposure to 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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.

Homelessness

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

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

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

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

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

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers¹⁶ that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁷ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced marriage

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Preventing radicalisation

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

Extremism¹⁸ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the

armed forces. Radicalisation¹⁹ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

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

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard²⁰ to the need to prevent people from being drawn into terrorism".²¹ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a

mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual

violence we are referring to sexual violence offences under the Sexual Offences Act 2003²² as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.²⁴

Sexual harassment

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²⁵

²² Legislation.gov.uk ²³ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#).
²⁴ PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting²⁶

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 36 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

²⁵ Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment. ²⁶Additional information can be found at GOV.UK.

Additional advice and support

Abuse or Safeguarding issue [Link to Guidance/Advice](#) [Source](#) [Abuse](#)

[What to do if you're worried a child is being abused](#) [DfE advice](#)

[Domestic abuse: Various Information/Guidance](#) [Home Office](#)

[Faith based abuse: National Action Plan](#) [DfE advice](#)

[Relationship abuse: disrespect nobody](#) [Home Office website](#)

[Bullying Preventing bullying including cyberbullying](#) [DfE advice](#)

[Children and the courts](#)

[Advice for 5-11-year olds witnesses in criminal courts](#) [MoJ advice](#)

[Advice for 12-17 year old witnesses in criminal courts](#) [MoJ 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 Her Majesty's Prison and Probation Service \(HMPPS\)](#) [advice](#)

[Child Exploitation](#)

[County Lines: criminal exploitation of children and vulnerable adults](#) [Home Office guidance](#)

[Child sexual exploitation: guide for practitioners](#) [DfE](#)

[Trafficking: safeguarding children](#) [DfE and HO guidance](#)

[Drugs](#)

[Drugs: advice for schools](#) [DfE and ACPO advice](#)

[Drug strategy 2017](#) [Home Office strategy](#)

[Information and advice on drugs](#) [Talk to Frank website](#)

[ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention](#)

[Website developed by Mentor UK](#)

“Honour Based Violence”

(so called)

Female genital mutilation: information and resources Home Office

Female genital mutilation: multi agency statutory guidance DfE, DH, and HO statutory guidance

Forced marriage: statutory guidance and government advice Foreign Commonwealth Office and Home Office

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Health and Wellbeing

Fabricated or induced illness: safeguarding children DfE, Department for Health and Home Office

Rise Above: Free PSHE resources on health, wellbeing and resilience

Public Health England resources

Medical-conditions: supporting pupils at school DfE statutory guidance

Mental health and behaviour DfE advice

Homelessness Homelessness: How local authorities should exercise their functions MHCLG

Online Sexting: responding to incidents and safeguarding children UK Council for Child Internet Safety

Private fostering Private fostering: local authorities DfE - statutory guidance

Radicalisation

Prevent duty guidance Home Office guidance

Prevent duty advice for schools DfE advice

Educate Against Hate Website DfE and Home Office

Violence

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

Serious violence strategy Home Office Strategy

Appendix 3: Contacts

Harrow Children's Social Care & Multi-agency Safeguarding Hub (MASH)	Golden Number (Front Door) 0208 901 2690 (out of hours: 020 8424 0999).
Children and Young People with Disabilities 0-25 years	0208 966 6481
Police	101 or for immediate emergency: 999
FGM - Mandatory reporting	Police on 101
Local Authority Designated Officer (LADO)	020 8736 6435 (Mon, Tues, Thursdays Friday) For any other days please contact the Golden Number: 020 8901 2690
NSPCC	0800 800 5000
Childline	0800 1111
Children's Access Team Golden Number	020 8901 2690
Government's Whistle-blowing Service via NSPCC Report Line	0800 028 0285
Local multi-agency procedures, guidance and Training: Harrow Strategic Safeguarding Partnership	https://www.harrowscb.co.uk/

Appendix 4**Record of concern**

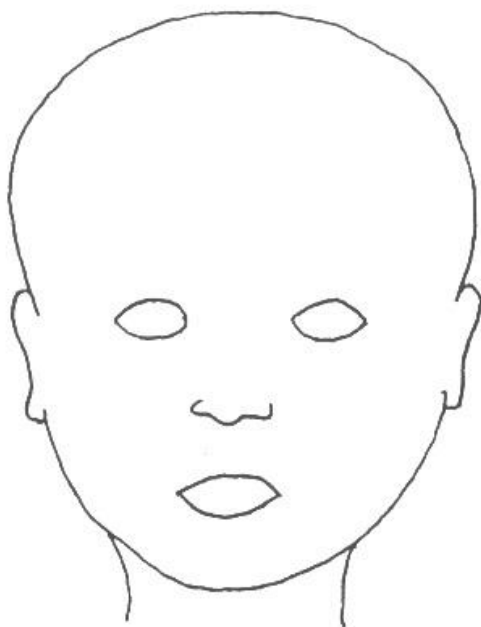
Child's name:	Class:	Date and time of concern:	
Your name and position at school:	Your signature :	Date and time of this recording :	
Your account of the concern (what was said, observed, reported and by whom. Give as much details as possible; continue on the next page if necessary or attach relevant documents):			
Your response and actions taken: (what did you do/say following the concern)			
Action and response of DSP/Headteacher (e.g. decision regarding child, inform or contact parents, referral to children services,)			
Date and time Time	Action	Name and signature	Outcome

Checklist for DSP (to be printed on front of concern book)

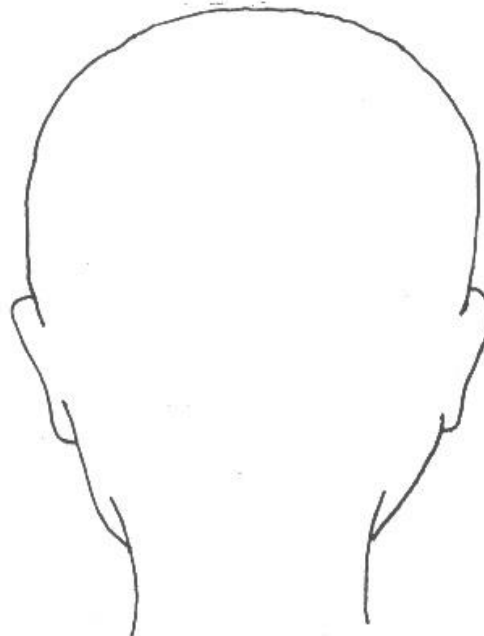
- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries

Body Chart 1

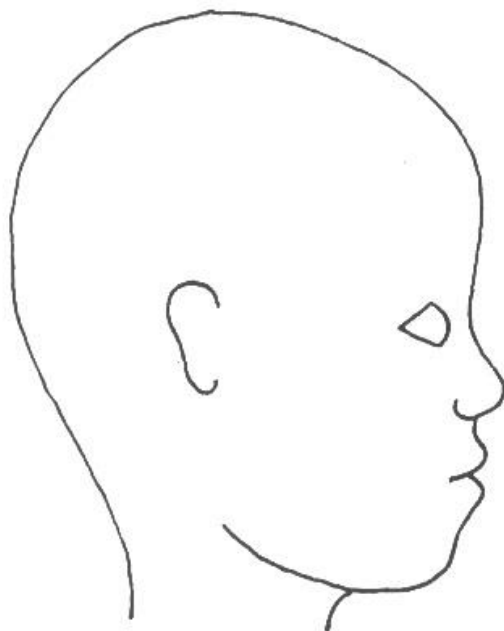
First Name:	Last Name:	Date and time:



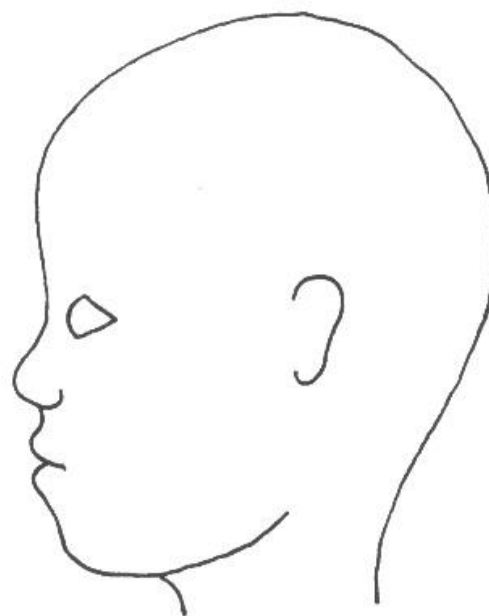
FRONT



BACK



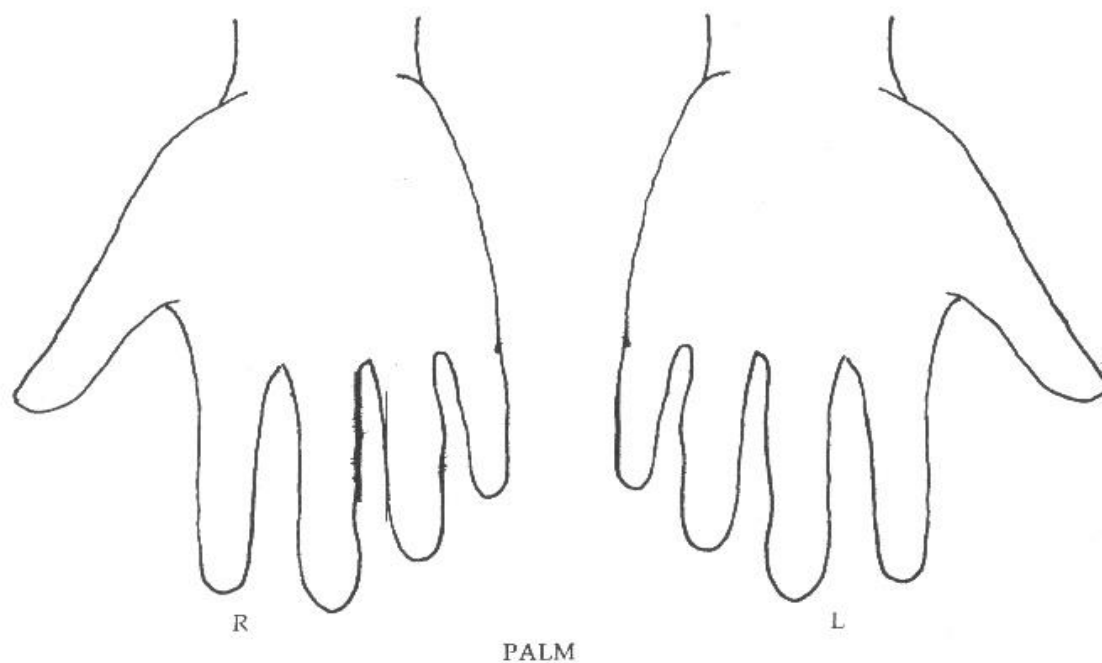
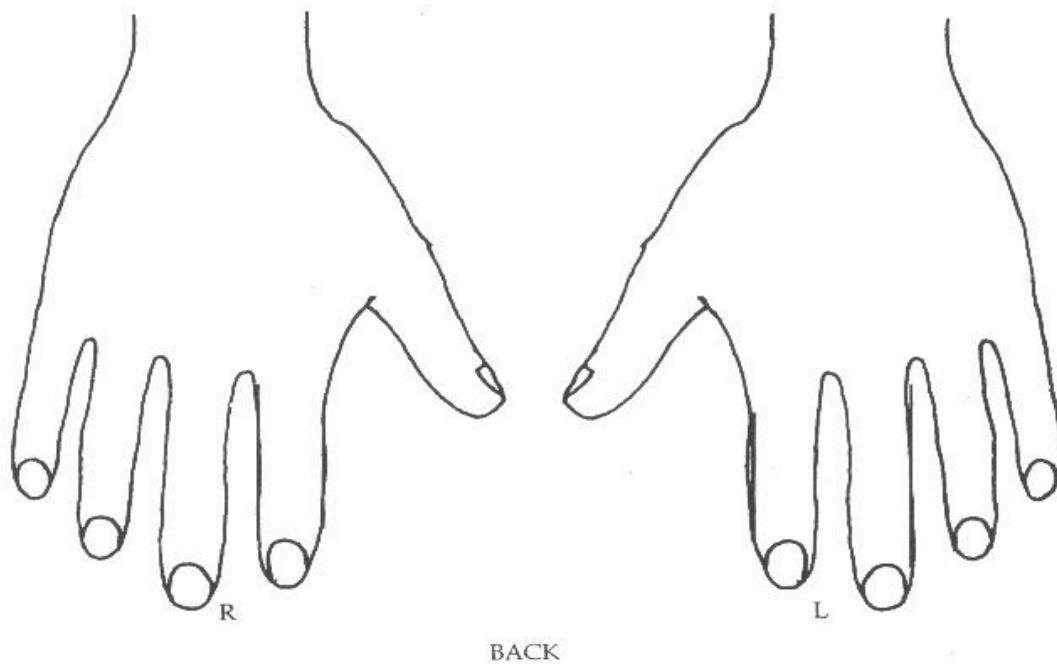
RIGHT



LEFT

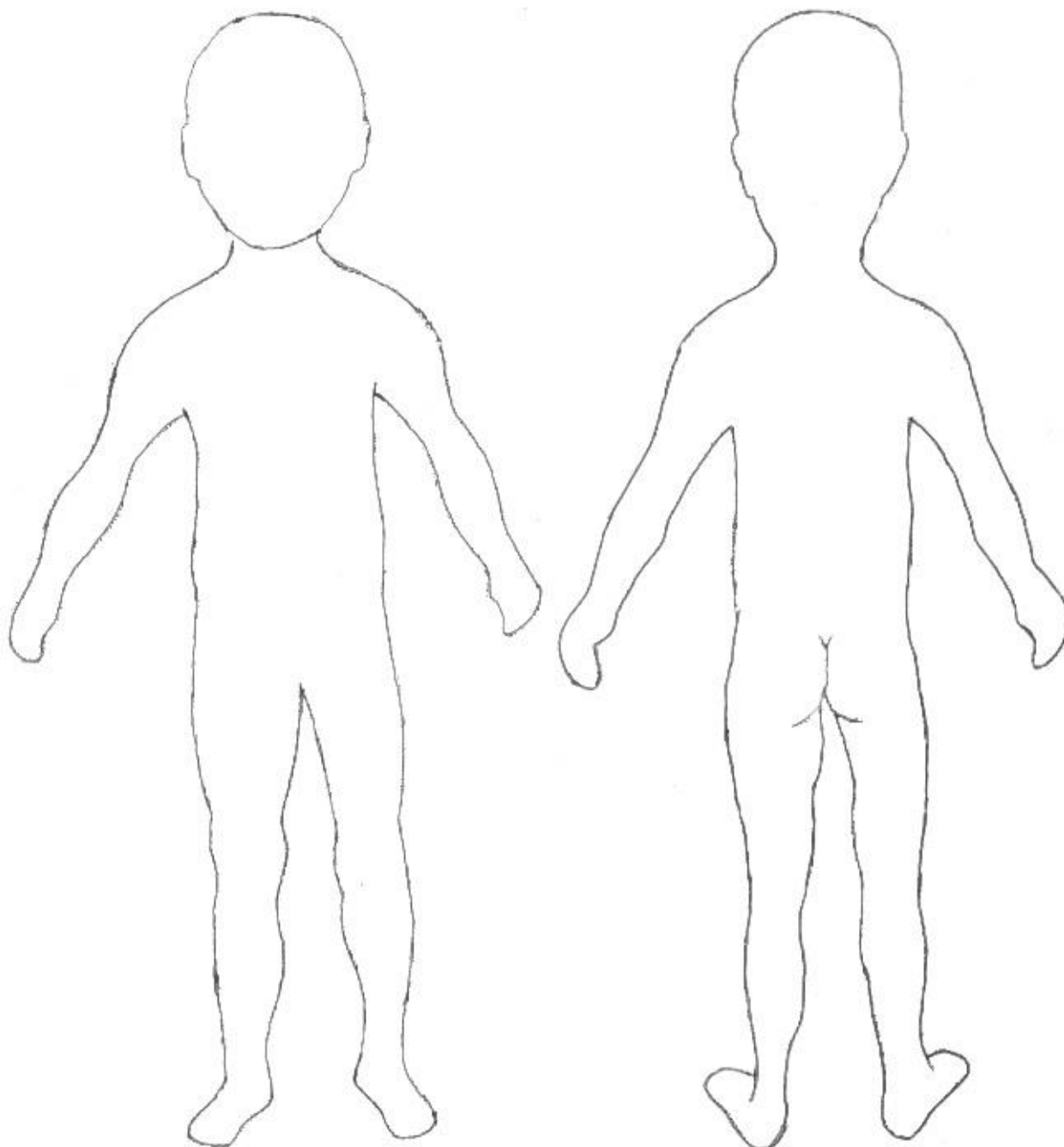
Body Chart 2

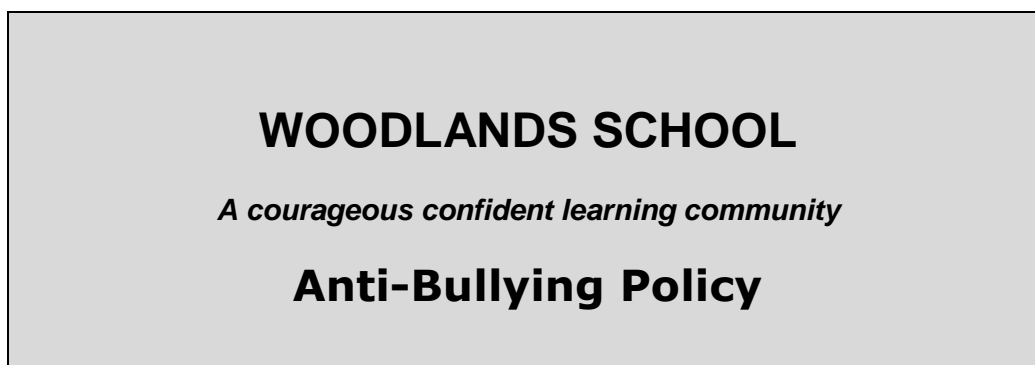
First Name:	Last Name:	Date and time:
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Body Chart 3

First Name:	Last Name:	Date and time:
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Reviewed:	Approved by Governing Body:	Date of next review:
July 2018	July 2018	Summer, 2020

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2018. The school has read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

AIM

Our aim is to create an atmosphere which is caring, protective and supportive where **no one feels humiliated, intimidated or abused**. Recognising bullying in all its forms is a vital part of this process.

DEFINITIONS

- ✧ Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- ✧ Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing

offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- ✧ This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- ✧ Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development. Accepting and complying with bullying is the same as bullying itself.

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- ✧ Bullying related to race, religion, nationality or culture
- ✧ Bullying related to SEND (Special Educational Needs or Disability)
- ✧ Bullying related to appearance or physical/mental health conditions
- ✧ Bullying related to sexual orientation (homophobic bullying)
- ✧ Bullying of young carers, children in care or otherwise related to home circumstances
- ✧ Sexist, sexual and transphobic bullying
- ✧ Bullying via technology, known as online or cyberbullying

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied especially in our school where all students have Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be

unkind to others, or may make them more likely to fall victim to the behaviour of others.

PREVENTION

The ethos and working philosophy of Woodlands School means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and lead to open conversations and increased confidence to report any incidents and concerns about children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our vision and our learning behaviours expectations.

CHALLENGE

- ✧ By challenging unacceptable behaviours, we will help reduce the incidence of bullying and will help create an atmosphere of tolerance and acceptance.
- ✧ We need to support pupils in their response to bullying.
- ✧ Woodlands will operate a simple recording and reporting procedure.
- ✧ We will take an account of any evidence and all points of view.
- ✧ We will offer support to the victim and will be mindful of the fact that many of our pupils may be vulnerable to bullying behaviours.
- ✧ We will offer support and advice to the person exhibiting bullying behaviours.
- ✧ We will ensure that all parties are kept informed.

- ✧ We will operate a system of rewards and sanctions in line with the school policy on behaviour and discipline (Positive Behaviour Policy).

PROCEDURES

- ✧ At the first report of an incident, the persons directly involved will be debriefed by class staff (all staff should be made aware of what is happening). The class teacher should then investigate to determine the facts behind any arising issue.
- ✧ Any bullying behaviours should be written up on a behaviour or safeguarding form and handed to the Deputy Head Teacher, who will ensure Behavioural recording is entered into the behaviour analysis reporting system.
- ✧ It should be made clear that behaviours described as bullying are unacceptable. Follow up actions should be devised, recorded and aimed at addressing bullying behaviours.
- ✧ In the event that there is a victim of bullying behaviour the class teacher should assess for any levels of distress and as appropriate take positive action to ensure the child/young person feels safe in the short term.
- ✧ In serious cases the parents or carers will be informed and asked to come into school to discuss the situation. If necessary and appropriate, police will be consulted.
- ✧ A strategy will be developed with the consent of all parties.
- ✧ Any agreed strategy will be shared with all staff. It is expected, through the behaviour support systems, that the Head Teacher would be kept informed of bullying-related issues.
- ✧ External support may be sought if the behaviour continues.
- ✧ In extreme cases, exclusion will be considered.
- ✧ Incidents of bullying will be discussed with the Governing Body (named Safeguarding Governors)
- ✧ Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including

providing support and implementing sanctions in school in accordance with the school's behaviour policy.

- ✧ A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

CYBERBULLYING

When responding to cyberbullying concerns, the school will:

- ✧ Act as soon as an incident has been reported or identified.
- ✧ Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- ✧ Encourage the parent/child being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- ✧ Take all available steps where possible to identify the person responsible. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police, if necessary.
- ✧ Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content; confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
- ✧ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- ✧ Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- ✧ Inform the police if a criminal offence has been committed.
- ✧ Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: advising those targeted not

to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.

SUPPORTING PUPILS

Pupils who have been bullied will be supported by:

- ✧ Reassuring the pupil and providing continuous support.
- ✧ Offering an immediate opportunity to discuss the experience as appropriate to their needs with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- ✧ Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- ✧ Working towards restoring self-esteem and confidence.
- ✧ Providing ongoing support; this may include: working and speaking with staff, offering formal counselling/therapy, engaging with parents and carers.
- ✧ Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

PUPILS WHO HAVE PERPETRATED THE BULLYING WILL BE HELPED BY:

- ✧ Discussing what happened, establishing the concern and the need to change as appropriate to their level of understanding.
- ✧ Informing parents/carers to help change the attitude and behaviour of the child.
- ✧ Providing appropriate education and support regarding their behaviour or actions.

- ✧ If online, requesting that content be removed and reporting accounts/content to service provider.
- ✧ Sanctioning, in line with school behaviour policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- ✧ Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

SUPPORTING ADULTS

- ✧ Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- ✧ Adults (staff and parents) who have been bullied or affected will be supported by: offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher; advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- ✧ Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- ✧ Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- ✧ Reassuring and offering appropriate support.
- ✧ Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

ADULTS (STAFF AND PARENTS) WHO HAVE PERPETRATED THE BULLYING WILL BE HELPED BY:

- ✧ Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- ✧ Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- ✧ If online, requesting that content be removed.
- ✧ Instigating disciplinary, civil or legal action as appropriate or required.

PREVENTING BULLYING

Environment

The whole school community will:

- ✧ Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- ✧ Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- ✧ Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- ✧ Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- ✧ Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- ✧ Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- ✧ Actively create "safe spaces" for vulnerable children and young people.
- ✧ Celebrate success and achievements to promote and build a positive school ethos.

Education and Training

The school community will:

- ✧ Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- ✧ Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, etc as appropriate to the level of understanding of the child.
- ✧ Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

ADVICE TO PARENTS

As the parent of a child whom you suspect is being bullied-

- ✧ Report bullying incidents to the class teacher
- ✧ In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
- ✧ In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- ✧ The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- ✧ An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

This policy is available on the school website, the shared staff area on the school network and on request from the Senior Leadership Team in hard copy. It should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- E-Safety Policy
- Equality Policy And Objectives

- Positive Behaviour Policy
- PSHE Policy and Schemes of Work
- Mobile phone and social media policies