

STONEBRIDGE SCHOOL SAFEGUARDING POLICY



Learning for life

Adopted by GB	December 2016
Reviewed and revised	November 2017
To be reviewed	November 2018

The school's safeguarding arrangements are inspected by Ofsted under the judgements for behaviour and safety, and leadership and management. This policy is published on the school website and is made available to all school staff and volunteers, including Governors.

CONTENTS PAGE

Key Staff Contacts	1
Key LA Contacts	1-2
Terminology / Legislation & Guidance	3
Introduction	4

RESPONSIBILITIES

4 – 7

DSL / Confidentiality & Sharing Information / ADSL / Governing Body / Headteacher / Abuse of position of Trust

TYPES OF ABUSE

7-8

Physical Abuse / Emotional Abuse / Neglect / Sexual Abuse

SUPPORTING CHILDREN

8 – 11

Children who may be particularly vulnerable / Missing Children / Helping children to keep themselves safe / Prevention / Support for those involved in a Child Protection issue / Professional Confidentiality / Intimate Care

SCHOOL BASED PROCEDURES & SUPPORT

11 – 15

Complaints Procedure / Staff Training / Staff – Pupil Relationships / Allegations against staff / Whistleblowing if you have concerns about a colleague / Physical Intervention / Health & Safety / Safer Recruitment / Inappropriate behaviour by parent – visitor / Regulated activity / Volunteers / Contractors / Site Security / Extended School & Off-site arrangements / Use of the school premises by other organisations

SAFEGUARDING CHILDREN

15 – 22

Bullying / On-line Safety / Racist Incidents / Equality / Violence Against Women and Girls (VAWG) / Honour Based Violence (HBV) / Female Genital Mutilation (FGM) / Forced Marriage / Domestic Abuse / Extremism & Radicalisation (Prevent Duty) / Children with sexually Harmful Behaviours / CSE / Sexting / Children Looked After (CLA) / Private Fostering Arrangements / Young Carers

MONITORING OF SAFEGUARDING POLICY

22

APPENDICES

22

DESIGNATED SAFEGUARDING LEAD

NAME: Ms Sophie Allen –Head Teacher

Contact details: 020 89656965 / sallen@stonebridge.brent.sch.uk / head@stonebridge.brent.sch.uk / safeguarding@stonebridge.brent.sch.uk**ASSISTANT SAFEGUARDING LEADS**

NAME: Ms Michelle Anderson - Deputy Headteacher

Contact details: 020 89656965 / manderson@stonebridge.brent.sch.uk / safeguarding@stonebridge.brent.sch.uk

NAME: Mr Donald Munro - Deputy Headteacher

Contact details: 020 89656965 / dmunro@stonebridge.brent.sch.uk / safeguarding@stonebridge.brent.sch.uk**SOCIAL INCLUSION WORKER**NAME: Mrs Magdalena Gruszczynska-Lis <mgruszczynskal.304@lgflmail.org>Contact details: 020 89656965 / mgruszczynskal.304@lgflmail.org / safeguarding@stonebridge.brent.sch.uk**NOMINATED GOVERNOR FOR CHILD PROTECTION**

NAME: Ms Ann John OBE (Chair of Governors)

Contact details: 020 89659695/ admin@stonebridge.brent.sch.uk**KEY CONTACTS WITHIN THE LOCAL AUTHORITY**

	Name	Telephone	Email
Brent Children's Social Care / Early Help Assessment referral Brent Civic Centre, Engineers Way, Wembley HA9 0FJ	Duty Officer	Monday-Friday 9am-5pm Brent Family Front Door 020 8937 4300 Emergency Out of Hours Duty Team 020 8863 5250	Family.Frontdoor@brent.gcsx.gov.uk
Brent Pupil Protection Advisor Brent Civic Centre, Engineers Way, Wembley HA9 0FJ	Duty Officer	020 8937 4305	
Met Police - Brent & Harrow Child Abuse Investigation Team (CAIT) Edgware Police Station, Whitchurch Lane, Edgware,	DCI John Foulkes Duty Officer	020 8733 3562 (Phone) 020 8733 3589 (Fax) Any Time 020 8733 3503	

Middlesex HA8 6LB			
The Child Exploitation and Online Protection Centre(CEOP) 33 Vauxhall Bridge Road London SW1V 2WG	Duty Officer	09:00 till 17:00, Monday to Fridays. 0870 000 3344	
Brent Health and Safeguarding Child Team Brent Civic Centre, Engineers Way, Wembley HA9 0FJ	Duty Officer	Monday-Friday 9am-5pm 020 8795 6397	
Brent Local Safeguarding Children Board Business Manager Brent Civic Centre, Engineers Way, Wembley HA9 0FJ Brent Civic Centre, Engineers Way, Wembley HA9 0FJ	Catherine Knights	020 8937 4299	Catherine.knights@brent.gov.uk
Local Authority Designated Officer (LADO) for staff allegations. Brent Civic Centre, Engineers Way, Wembley HA9 0FJ	Duty Officer	Monday-Friday 9am-5pm Brent Family Front Door 020 8937 4300 Emergency Out of Hours Duty Team 020 8863 5250	family.frontdoor@brent.gcsx.gov.uk
Prevent Strategy Coordinator Brent Community Safety Team Environment and Neighbourhoods London Borough of Brent <i>(Prevention of extremism)</i>	Kibibi Octave	020 8937 4225	Kibibi.octave@brent.gov.uk

TERMINOLOGY

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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

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

Child includes everyone under the age of 18.

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

Context - Safeguarding legislation and guidance

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The statutory guidance **Keeping Children Safe in Education September 2016** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This document contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply in order to keep children safe. It should be read alongside statutory guidance 'working together to safeguard children 2015,' and departmental advice 'what to do if you are worried a child is being abused 2015' - Advice for practitioners. All staff must read at least Part One of this guidance and staff have been emailed a copy and signed to say they have read and understood the content. A copy is available electronically or copied on request from the office manager.

The **Teacher Standards 2012** state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns.

INTRODUCTION

The governors and staff of Stonebridge Primary School fully recognise the contribution it makes to safeguarding children. All staff and volunteers have a duty to report any signs of physical, sexual or emotional abuse, or neglect, to the Designated Lead (DSL) or a Assistant Safeguarding Lead (ASL) in their absence. (See appendix 1). All staff and governors believe that our school should provide a caring, positive safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching, administrative and support 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 this will be followed by all members of the school community in cases of suspected abuse
- To ensure that all relevant procedures are carried out in the 'best interests of the child'
- To support pupils who have suffered abuse in accordance with his/her agreed child protection plan
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care
- To ensure that all adults within our school, who have access to children and young people, have current Disclosure and Barring Service (DBS) checks, have their identity verified by original documentation and also that references are checked in line with safe recruitment policies
- To ensure that all children are protected from all forms of violence Article 19 of United Nations Charter Rights of the Child (UNCRC) – 'Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them'

RESPONSIBILITIES

The Headteacher as a member of the senior strategic team is appointed to coordinate safeguarding/child protection arrangements at Stonebridge School. We have 3 ASL's who will receive appropriate training to ensure there is appropriate cover for this role at all times.

The Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with updates yearly
- acts as a source of support and expertise to the school community. Ensures staff are updated via email, e-bulletins and staff meetings to name a few
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of LSCB procedures
- makes staff aware of training courses and the latest policies on safeguarding
- has an understanding of locally agreed processes for providing early help and intervention

- keeps detailed written records of all concerns, ensuring that such records are stored securely, but kept separate from, the pupil's general file
- refers cases of suspected abuse to MASH
- work with staff to identify children who would benefit from Early Help support as soon as a problem develops at any stage in their lives.
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker is also informed.
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and proprietors regarding this
- liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made

CONFIDENTIALITY AND SHARING INFORMATION

Staff will only discuss concerns with the Designated Safeguarding Lead, Assistant Safeguarding Leads, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

We will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL/ASLs will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

The Seven Golden Rules for Safeguarding Information Sharing 2015

- Data Protection/Human rights laws are not a barrier.
- Be open and honest. (unless unsafe or inappropriate)
- Seek advice. (anonymise if necessary)
- Share with consent if appropriate.
- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

THE ASSISTANT SAFEGUARDING LEAD(S):

Are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the Assistant Safeguarding leads will assume all of the functions above.

THE GOVERNING BODY:

Ensures that the school:

- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description
- appoints a nominated safeguarding Governor to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body
- has a child protection policy and procedures, including a staff code of conduct, that are consistent with LSCB and statutory requirements, reviewed annually and made available publicly on the school's website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- develops a training strategy that ensures all staff, including the Headteacher, receives information about the school's safeguarding arrangements, code of conduct and the role of the DSL on induction, and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB. The DSL receives refresher training at two-yearly intervals.
- ensures that all staff, including temporary staff and volunteers are provided with the school's child protection policy and staff Code of Conduct
- ensures that the school contributes to early help arrangements and inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- The Governing Body has nominated the Chair of Governors to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Headteacher
- It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority and LSCB and national guidance
- considers how pupils may be taught about safeguarding, including online as part of a broad and balanced curriculum

THE HEADTEACHER:

- ensures that the safeguarding/child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSLs and DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures

- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- School leaders and governors ensure that the child's wishes are taken into account when determining action to be taken or services to be provided
- liaises with the designated officer or team in the local authority where allegations are made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service

ABUSE OF POSITION OF TRUST

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Code of Conduct sets out our expectations of staff and is signed by all staff members in accordance with our Statement of Agreement which is kept on each individual's personnel file.

TYPES OF ABUSE

There are four main types of abuse and these are: (See appendix 1 – 6) for definitions and signs.

- Physical abuse including FGM (Female Genital Mutilation)
- Emotional abuse including Domestic Abuse
- Sexual abuse including Child Sexual Exploitation (CSE)
- Neglect including Child Missing from Education (CME)

PHYSICAL ABUSE

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII). There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death. (NSPCC)

EMOTIONAL 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. 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. Emotional abuse also happens when a child is subjected to witnessing domestic abuse between both or one of his/her parents.

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.

SEXUAL ABUSE

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 (e.g. rape or buggery) 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.

SUPPORTING CHILDREN

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We also recognise that a child may feel self-blame
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn

OUR SCHOOL WILL SUPPORT ALL PUPILS BY:

- the curriculum
- the school ethos
- ensuring that the Unicef Rights of a Child are implemented throughout the school and applied
- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- promoting a caring, safe and positive environment within the school;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- notifying Social Care as soon as there is a significant concern;
- providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is copied and forwarded under confidential cover to the pupil's new school.
- developing a listening environment where opportunities for discussion private consultation is provided.
- ensuring children know there are adults in school whom they can approach if they are worried
- liaising and working with the school nurse and welfare officers
- Having a strong focus on pupil voice : Article 12 group / Red Hats / House Captains / Wellbeing Committee
- Offering workshops to parents on a variety of Safeguarding Issues
- Continuing our work as a Specialist Centre for Safeguarding and thus having an impact on Safeguarding across the Local Authority and beyond.

CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Children with Special Educational Needs or Disabilities
- young carers
- affected by parental substance misuse, domestic violence or parental mental-health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

Special consideration includes the provision of safeguarding information and EHA.

MISSING CHILDREN

All children at Stonebridge School, regardless of their age, aptitude and special needs are entitled to a full-time education. Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL with support from The Attendance Team will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day including referrals to Educational Welfare Officers (EWO) when appropriate. Close monitoring and the following of procedures includes Nursery children.

HELPING CHILDREN TO KEEP THEMSELVES SAFE

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an

ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

PREVENTION

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

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for Personal, Social, Health and Education (PSHE), which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

Child abuse and safeguarding issues that effect a child can be devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact.
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- offer support through our Place 2 B Time to Think service
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- Cooperating fully with relevant statutory agencies.

PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

- We recognise that all matters relating to Child Protection are confidential.
- The DSL or ADSL will disclose any information about a pupil to other members of staff on a need-to-know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets
- We will discuss a referral to Social Services with parents/carers where appropriate. We will be guided by Social Care in respect to a referral which disclosure to parents could potentially put the

pupil at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Social Services or the Metropolitan Police on this point.

INTIMATE CARE

If a child requires regular intimate care on site this is likely to be written into a care plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be risk managed to afford dignity to the child as well as security to the staff member. Welfare staff will take the lead on this and two members of staff will always be present. Staff will behave in an open and transparent way by informing another member of staff and having the child's consent to help. Parents will be informed and incidents recorded.

SCHOOL BASED PROCEDURES AND SUPPORT

COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil. Complaints are managed by senior staff, the Headteacher and governors. Details of our **Complaints Policy including the procedures** are published on our website or a copy may be requested from the School Office. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

STAFF TRAINING

It is important that all staff receive training to enable them to recognise and respond to pupil welfare concerns and the possible signs of abuse, neglect and exploitation. It is also important that they know what to do if they have a concern.

Staff are given mandatory induction, which includes familiarisation with child protection policy, staff behaviour policy, the role of the Designated Safeguarding leads in the school and the responsibilities and procedures to be followed. All staff should read and understand at least part one of Keeping Children Safe in Education 2016. Each year staff will undertake safeguarding/CP training to ensure that their knowledge and skills are up to date.

New staff and governors will receive a briefing during their induction, which includes the school's safeguarding policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL/ASLs. All staff, including the Headteacher and governors will receive training annually that is updated regularly. This training will consist of safeguarding children including PREVENT strategy. The DSL and ADSL's will receive Level 3 training which will be updated at least every two years and additional safeguarding training which raises their expertise in this area. The school uses online safeguarding training modules as well for all staff especially those who join the school mid-year.

Supply staff and other visiting staff will be given a copy, and be expected to read and understand, the **School Safeguarding Policy, Part 1 of Keeping Children Safe in Education and What to do if you think a child is being abused** as part of the induction process at the school. Copies will be available from the school intranet, the School Office or in the staffroom.

All staff will be made aware of the increased risk to abuse of certain groups, including disabled and SEN children, looked after children and young carers. Staff are reminded that any member of staff can make a referral to children's social care. However, the DSL should be informed as soon as possible. If a child is in

immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.

STAFF/PUPIL RELATIONSHIPS

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

ALLEGATIONS AGAINST STAFF

- When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen
- A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation
- Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension the school will provide support and a named contact for the member of staff
- The full procedures for dealing with allegations against staff can be found in **Keeping Children Safe in Education (DfE, 2016)** and in the school's Managing Allegations policy and procedures or the Whistle Blowing Policy
- Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites
- Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police

If a pupil makes an allegation against a member of staff, the following action will be taken:

- The member of staff receiving the allegation will immediately inform the Head Teacher / Deputy Head Teacher and not enter into a dialogue.
- The head teacher on all such occasions will discuss the content of the allegation with the LA Lead Officer for Child Protection (LADO).
- If the allegation made to a member of staff concerns the Head teacher, the Designated Safeguarding Lead / deputy will immediately inform the Chair of Governors who will consult with the LAs Lead Officer for Child Protection (LADO).
- The school will follow the LEA procedures for managing allegations against staff, a copy of which will be readily available in the school.

WHISTLEBLOWING IF YOU HAVE CONCERNS ABOUT A COLLEAGUE

We recognise that children cannot be expected to raise concerns in an environment where the staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. These concerns should be brought to the attention of the Head Teacher or DSL / ADSL

- Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. A copy of the Whistleblowing Policy is available electronically.
- All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

PHYSICAL INTERVENTION

- Physical intervention by staff must only ever be used as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person
- 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.
- Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE, LSCB guidelines and Brent LA guidance.
- Key staff will receive Management of Actual and Potential Aggression (MAPA) training Part 1 and / or Physical Restraint training where appropriate.

HEALTH & SAFETY

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

SAFER RECRUITMENT

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2016).

Safer recruitment means that applicants will:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted

The school will also:

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities

- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State
- At least one member of each recruitment panel will have attended safer recruitment training.
- All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff Code of Conduct and identification of their child protection training needs.
- All staff sign to confirm they have received a copy of the child protection policy and staff Code of Conduct.
- All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation through staff/volunteer briefings and as part of the recruitment process, including use of Declaration for Eligibility to serve as a School Governor.
- The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- The school maintains a single central record of recruitment checks undertaken.

INAPPROPRIATE BEHAVIOUR BY PARENTS/VISITORS

The school expects all the school community to adhere to the schools' ethos. Where any parent/visitor is causing harassment, anxiety and distress, the school will record such incidents and further action such as reporting to the Metropolitan Police and a ban from the school premises may be enforced.

REGULATED ACTIVITY

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2016) part three.

VOLUNTEERS

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity. Volunteers who work only in a supervised capacity and are not in regulated activity will still undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

CONTRACTORS

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity

SITE SECURITY

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

EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

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

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

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

SAFEGUARDING CHILDREN

BULLYING

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

ONLINE SAFETY

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, twitter, MSN, Google and Instagram. Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity. The school's **E- Safety Policy** explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. All staff receive online safety training and children receive it termly and reminders at the beginning of lessons.

The school has appropriate filters and monitoring systems in place to ensure that content: being exposed to illegal, inappropriate or harmful material; • contact: being subjected to harmful online interaction with other users; and • conduct: personal online behaviour that increases the likelihood of, or causes, harm can be easily detected and dealt with swiftly

RACIST INCIDENTS

We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and send an annual report to Brent Council.

EQUALITY

Some children's circumstances mean they are more vulnerable to abuse and /or less able to easily access services. These children often require a high degree of awareness and co-operation between professionals in different agencies, both in recognising and identifying their needs and in action to meet those needs.

VIOLENCE AGAINST WOMEN & GIRLS (VAWG)

Violence Against Women and Girls comprises of Female Genital Mutilation (FGM), Honour Based Violence (HBV) and Forced Marriage (FM). The school recognises that incidents of Honor Based Violence (HBV) and Forced Marriage (FM) directly involving children at primary school may be scarce though not impossible. However it is imperative that staff are aware of such issues that may affect families or involve families in our school and consequently the children at our school through older siblings or other family members.

HONOR BASED VIOLENCE (HBV)

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

FEMALE GENITAL MUTILATION

- FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.
- FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period
- In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

Mandatory Reporting Duty of Female Genital Mutilation - 31 October 2015

Section 5B of the 2003 FGM Act (as inserted by section 74 of the Serious Crime Act 2015) introduces a mandatory reporting duty which requires teachers (and regulated health and social care professionals) to report "KNOWN" cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty applies from 31 October 2015 onwards. **KNOWN** cases are defined as:

- where a girl **informs** the person that an act of FGM has been carried out

- where the professional **observes** physical signs that appear to show that an act of FGM has been carried out.

DUTY APPLIES TO: qualified teachers or those carrying out teaching work

DUTY APPLIES IN RELATION TO:

- girls under the age of 18 at the time of the disclosure or identification
- cases directly disclosed by the victim

DUTY DOES NOT APPLY:

- in relation to at risk or suspected cases or where the woman is over 18 (in these cases local safeguarding procedures should be followed)
- where the disclosure is not by the victim (though such disclosures should be handled in line with local safeguarding procedures)

REPORTS UNDER THE DUTY:

- **TIMESCALE** – should be made as soon as possible but definitely within 48 hours i.e. close of the next working day.
- Should be made to the local police service by ringing 101 (unless you feel the girl is at risk of immediate harm and therefore 999 should be called)
- State you are making a report under the FGM mandatory reporting duty
- Have relevant details of yourself and the child/others involved to hand
- Keep comprehensive records
- Inform the girl and inform the child's parents that a report has been made under the mandatory duty (unless this could put the girl at risk)

STEPS TAKEN FOLLOWING A REPORT UNDER THE DUTY – A multi-agency response will be initiated by the police which could lead to:

- Measures necessary to protect the girl/others (social care led)
- Possible criminal investigation
- The health and wellbeing requirements of the girl/ others (health led)
- Application by the police for a FGM Protection Orders (FGMPO)

Further information can be found in Appendix 4 or the links below.

FORCED MARRIAGE

- A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
- A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
- Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.
- Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
- The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing 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 fmufco@fco.gov.uk

DOMESTIC ABUSE

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. It can also include controlling behaviours like financial control, Isolation and intimidation; these 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.

EXTREMISM AND RADICALISATION (Prevent Duty)

Our Policy on extremism and radicalisation is one of protecting children from harm by ensuring that they are taught in a way that promotes key values such as respect. (see Stonebridge Values).

These are consistent with the British values (Democracy, Individual Liberty, Tolerance of faiths & Beliefs, and encompasses a range of values through a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life.

Pupils are presented with the contexts in which to develop these skills.

Definitions:

Radicalisation (Prevent Strategy)

The process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism (Prevent Strategy)

Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs.

Terrorism (Terrorism Act 2000)

- Forms of extremism leading to terrorism.
- Violence/property damage/endanger life/disrupt electronic systems
- Designed to influence government or intimidate the public
- Purpose to advance a political, religious, racial or ideological cause

Who is likely to be exploited?

Radicalisation or extremism can happen to any young person. There is no immunity. However, some children and young people may be more vulnerable and more susceptible.

Vulnerability Factors

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group

- Relevant mental health issues

The school adapts the government's 'Prevent' initiative and seeks to address any issues through four key areas as outlined in the Prevent Duty June 2015 (DFE):

1. Risk Assessment
2. Working in Partnership
3. Staff Training
4. IT Policies

As a school we will endeavour to offer WRAP training (workshop to raise awareness of prevent) to a large percentage of our school staff, ensuring all staff complete the online Home Office Prevent module and evaluate the school's response to the prevent duty by completing an evaluation plan annually (see Appendix). We will also focus on the below areas as outlined in the detail.

Leadership and values

The school community including staff and parents are expected to demonstrate an adherence to the school's core values and model expected behaviour continually. This is through:

- Building ties with all local communities, seeking opportunities for linking with other schools
- Staff identifying children whose behaviour suggests that they are being drawn into radicalisation or extremism and being able to deal with a young person saying something unpalatable, incendiary or offensive
- Exploring and promoting diversity and shared values between and within the school communities
- Creating explicit values (See Stonebridge School Values) that are inclusive of all pupils and develop
- critical personal thinking skills
- Understanding young people's preconceptions. These may reflect extremist or otherwise offensive thinking, but rather than ignoring them, allowing the views to be aired and dealt with

Teaching, learning and the curriculum

- Explore key issues through the curriculum and through pupil participation and safeguarding processes
- Implement social and emotional aspects of learning through circle time, PSHE curriculum
- Use of drama, assemblies, books to promote tolerance and understanding and building in discussion opportunities and group exercises, and taking an approach that emphasises "honest realism" rather than shying away from controversial details
- Address and explore issue through The Stonebridge School Values.
- Through cross curricular links offer opportunities for discussions.

Pupil support processes

- Support those at risk of being isolated
- Use restorative approaches to repair harm caused
- Use other therapeutic interventions such as 'Discover Me' and TAMHS to explore deep rooted issues
- Create a safe place for pupils to discuss issues that they experience
- Support parents through work with key agencies such as the Brent Inclusion team and CAMHS

Managing risks and responding to events

- Challenge and deal with all prejudices including Islamophobia, anti-Semitism and other prejudices
- Use 'safe to learn' anti-bullying strategies to minimise hate and prejudice-based bullying
- Referrals made based on concerns and relevant agencies contacted
- Use visual images – adverts, video clips to bring to discuss and bring to the forefront key issues
- Parental support through meetings and support from PSA and Refugee Support Worker (RSW).
- (The Prevent Duty – June 2015 can be found in Teachers – Standards – Policies – Child Protection)

Further information on Preventing Radicalisation' has been included in *Keeping Children Safe in Education (2016)* in line with:

The Prevent Duty, Departmental advice for schools and childcare providers, published in June 2015. This non-statutory departmental advice is for Governing Bodies, Headteachers / Principals, Designated Safeguarding Leads and school staff. The document clarifies what the *prevent* duty means for schools and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

CHILDREN WITH SEXUALLY HARMFUL BEHAVIOURS

- Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying policy where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.
- The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community.
- Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff, who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

CHILD SEXUAL EXPLOITATION (CSE)

- Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.
- A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.
- All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL, who will be the named lead for Child Sexual Exploitation within this school.
- School will engage with and make referrals to the MASH team this will also be done for any child that goes missing if they are not known to Children's Services.

SEXTING

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting may also be called: trading nudes, dirties, pic for pic

- It is important to explain to children the risks of sexting, how to stay safe and remind them that they can talk to you if something ever makes them feel scared or uncomfortable. It is important that they know what we can do to protect them.
- Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:
 - ❖ take an explicit photo or video of themselves or a friend
 - ❖ share an explicit image or video of a child, even if it's shared between children of the same age
 - ❖ possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created
- Staff are aware that all incidents of sexting should be reported to the designated safeguarding lead (DSL) who will manage the situation in line with the school's safeguarding policies and the full UKCCIS guidance.
- NSPCC guidance regarding sexting is as follows and will be followed by the school:
 - ❖ never view, download or share the imagery yourself, or ask a child to share or download – this is illegal
 - ❖ if you have already viewed the imagery by accident (for example if a young person has showed it to you before you could ask them not to) you must inform the DSL
 - ❖ do not delete the imagery or ask the young person to delete it
 - ❖ do not ask the young person(s) who are involved in the incident for information regarding the image. This is the responsibility of the DSL
 - ❖ do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers
 - ❖ do not say or do anything to blame or shame any young people involved
 - ❖ do explain to the young person that you need to report the incident and reassure them that they will receive support and help from the DSL.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

CHILDREN LOOKED AFTER PUPILS - (CLA)

We have a Designated Lead who is responsible for Looked After pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- Being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- Designated Safeguarding Lead – oversees the general well-being and progress of all CLA children.
- offering in school support such as anger management, play therapy or social skills training as appropriate targeting pupil premium specifically to support children in care.
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- monitoring their academic progress carefully to try to ensure they are making good progress in school making full use of "tracker" systems
- informing their Year Leaders that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team
- being careful not to accept any under achievement just because the child is 'looked after'

- looking out for difficulties with home learning or resources that may be a result of their being in care and liaising with carers to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self-esteem projects/residential organised by the school as and when appropriate.
- <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
- <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

PRIVATE FOSTERING ARRANGEMENTS

- A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.
- Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

YOUNG CARERS

It is the responsibility of the Designated Safeguarding Leads to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation. This package would contain elements of the support offered to pupils looked after by the local authority.

Our Safeguarding Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- Senior Leadership Team 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Logs of bullying/racist/behaviour incidents
- Review of parental concerns and parent questionnaires
- Safeguarding Audits
- Safeguarding Report to Governors (termly)

APPENDICES

Appendix Number	Appendix Content
1	Other relevant policies
2	Additional Guidance
3 - 12	Information and indicators on different types of abuse
13	Indicators of vulnerability to radicalisation
14	How to respond to a disclosure from a child
15	Child Welfare and Child Protection Concern Sheet
16	Body Map

APPENDIX 1

Other relevant school policies

This policy should be read in conjunction with other school policies involving welfare. These policies are:

- Whistleblowing policy
- Behaviour policy
- Anti-bullying policy
- Pupil Attendance Policy
- Health and safety Policy
- Behaviour and Anti Bullying policy, including cyber-bullying
- Physical Intervention Guidelines
- Inclusion Policy
- Medical Care including intimate care and pupils with medical conditions
- Educational Visits Policy
- Internet or e-safety
- School security
- Safer Recruitment
- Staff Conduct
- Staff Allegations procedures
- Disclosure and Barring Service checks
- Issues which may be specific to a local area or population

APPENDIX 2

Additional Guidance

- **Local Safeguarding Board** <http://brentlscb.org.uk/>
- *What To Do If You Are Worried a Child is Being Abused* 2015
- *Keeping Children Safe in Education* 2016
- *Working Together to Safeguard Children* 2015
- *Dealing with Allegations of Abuse Against Teachers and Other Staff*
- *Use of Reasonable Force* 2013
- *Statutory guidance on children who run away or go missing from home or care*, January 2014
- *Multi-agency statutory guidance on female genital mutilation* 2016
- *What to do if you suspect a child is being sexually exploited*, DFES, 2012
- *Levels of Need and Thresholds Protocol* (Brent Local Safeguarding Children Board)
- *The Stonebridge Primary Staff Handbook 2016-2017*
- *Children Missing in education* 2016
- *Promoting the Education of Looked after Children* 2014
- *Guidance for safer working practice for those working with children and young people in education settings* 2015
- *Intimate Care and Toileting Guidance for Schools and other Settings Revised July 2015*
- *Use of reasonable Force in Schools*
- *The Prevent Duty Guidance – March 2016*
- *The Prevent Duty – June 2015*
- *Channel Duty Guidance* 2015

APPENDIX 3

What Signs May A Child Exhibit If They Are A Victim Of Neglect?

Definition: Neglect is the persistent failure to meet child basic physical and / or psychological needs, likely to result in the serious impairment of the child 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 child basic emotional needs.

SIGNS:

- Child smells, clothes are dirty, hair unbrushed
- Appears unhealthy but is always in school when unwell
- Low attendance- EWO involvement
- No Breakfast
- Is unfamiliar with basic routines of feeding self and toileting etc.
- Always hungry
- Late before and after school
- Attention seeking/ need praise to feel confident
- Poor hygiene, does not know how to use toilet properly
- Angry
- Parents have little contact with school. Do not attend parents evening
- Homework not completed/ PE kit repeatedly forgotten
- Correct clothes not worn to school i.e. not warm enough in winter, not cool enough in summer
- Steal things
- Lying
- Older siblings care for younger children and take on the parent role
- Cries a lot
- Makes slow progress
- Packed lunch does not provide child with a balanced diet
- Over eats at lunchtime
- Untidy/ unkempt
- Parents do not follow up medical requests from school i.e. need for eyes to be tested.
- Instability in family, different carers/ boyfriends
- Sleeps in class / Goes to sleep late, little routine at home

Additional Signs:

Inadequate packed lunch/unkempt/scruffy/sleeping during lessons/overly tired/repeated health problems that go unchecked or are not dealt with/head lice/ringworm not dealt with and constantly reoccurring/disorganised/attendance/punctuality(end and beginning of the day)/do not want to go home at the end of the day/Overweight/unable to form relationships with adult/content of writing or drawing/underachieving. 18

APPENDIX 4

What Signs May A Child Show if They Are A Victim Of Sexual Abuse?

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 (e.g. rape or buggery) 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.

SIGNS:

- Hides under clothes/ Baggy clothes
- Inappropriate contact with other children
- Withdrawn/ shy
- Aggressive to children of the opposite sex
- Scare 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 underwear
- Repeated Urine Problems
- Re-enacting sexualise behaviour as part of play
- Bruising
- Sexually specific behaviour or/ and language
- Abusive to other children
- Little physical contact, finds hugs touching difficult to deal with will move away.

Additional Signs:

Sexual play- Home corner/playground/inappropriate behaviour/provocative sexual language/medical difficulties/change of mood/withdrawn or aggressive /change of character or behaviour/masturbation/anorexic/bulimic /self-harming /do not want to go home/secretive/withdrawn/change in physical appearance/ dress or body language/ unable to form relationships with adults.

APPENDIX 5

What Signs May a Child Show If They Are a Victim of **Domestic Violence**?

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. Domestic abuse is emotional abuse.

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
- Nightmare or insomnia
- Bed Wetting
- Anxiety, depression, fear of abandonment
- Feeling of inferiority
- Constant colds, headaches, mouth ulcers, asthma, eczema
- Seem afraid or anxious to please
- Need for constant acceptance
- Be possessive over friends and belongings

Additional Signs:

Change of mood/withdrawn or aggressive/change of character or behaviour/strange behaviour after weekends/sudden movements/self-protection/unable to form relationships with adult/lack of eye contact.

APPENDIX 6

What Signs May A Child Show When They Are A Victim of **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 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's 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
- ☐ Stealing
- ☐ Lack of Concentration
- ☐ Poor Social Skills
- ☐ Very unsettled
- ☐ Bullies others
- ☐ Anti-social Behaviour
- ☐ Lack Of Confidence
- ☐ Additional Signs
- ☐ Wetting/ Soiling
- ☐ Self-Harm

Additional Signs

Wetting/soiling/self-harming/rocking /change in appetite/timid/tearful/anorexic/changes in attitude/changes in attitude with others/extremes of emotion/ lien to praise/needy/clingy/bulimic/attention seeking.

APPENDIX 7

What Signs May A Child Exhibit If They Are A Victim Of **Physical Abuse**?

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.

SIGNS:

- Marks and Bruises
- Suspicious stories about how the mark are made
- Frequent bumps etc.
- Broken Bones
- Frightened/ nervous at simple movement
- Tearful
- Poor behaviour
- Repeating inappropriate behaviour/ Bullying
- Violent Outbursts
- Hair missing
- Scratches/ burns
- Sleeping in class
- Use of bad language
- Shouting
- Poor attendance
- Little contact with other children
- Restless and fidgeting
- Mood swings

Additional Signs

Constant injuries that can always be explained/ Change of mood/ Change of Character of Behaviour/ Self Comfort/ Non-Cooperation/ Change of character or behaviour / Absences/ Frequent medical Appointments/ Forgotten PE kit/ Do not want to go home at the end of the day/unable to form relationships with adults/ Self Protection

APPENDIX 8

What Signs May A Child Exhibit If They Are A Victim of **FGM**?

Definition: Female Genital Mutilation involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The 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 against the law except when performed by a registered medical professional on medical or mental health grounds. It is also illegal for someone to arrange for a child to go abroad with the intent of having her circumcised. Female Genital Mutilation (FGM) is Physical Abuse.

SIGNS

- 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 the classroom during the day with bladder and menstrual problems
- Severe problems in the 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
- Detached/ isolated
- Change in physical appearance/ dress and body language
- Withdrawn aggressive
- Unable to form relationships with adults
- Changes in attitude, personality and behaviour
- Changes in interaction with others
- Feelings shown through writing or art work
- Peer group problems
- Extremes of emotion
- Underachieving

Any suspicions of a child at risk of having or having had FGM must be reported immediately to the Headteacher or Safeguarding Officer. Girls aged 5 to 8 years are most at risk.

APPENDIX 9

What Signs May A Child Exhibit If They Are A Victim of **Sexually Harmful Behaviour (Including Peer on Peer Abuse)**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30% of child sexual abuse is committed by someone under the age of 16.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the designated person as soon as possible.

What Signs May A Child Exhibit If They Are A Victim of **Fabricated/Induced Illness (FII)?**

Definition: Fabricated/induced illness occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child's carer. FII is a spectrum of disorders rather than a single entity. At one end less extreme behaviours include a genuine belief that the child is ill. At the other end the behaviour of carers includes them deliberately inducing symptoms by administering drugs, intentional suffocation, overdosing, tampering with medical equipment, and falsifying test results and observational charts. Most of these symptoms will not be visible within the school setting but it is sensible to be aware of signs in case a child or another family member raises these issues.

SIGNS

The signs and indicators of FII can be ambiguous and may be attributed to other problems in the child's family that you may be aware of. School staff are particularly well-placed to notice outward signs of harm or to observe if a child is repeatedly unwell for no apparent reason. Or, a discrepancy may occur when parents give a description of a child's ill health which does not accord with your observation and knowledge of the child in the school setting.

The following factors may alert you to the possibility of FII:

- Frequent and unexplained absences from school, and from particular lessons/activities.
- Regular absences to keep a doctor's or a hospital appointment, where no reason has been there has been given.
- Regular failures to keep medical and other health related appointments e.g. opticians, physiotherapists.
- Refusal of permission for school medicals and/or other school based health related checks (e.g. hearing).
- Repeated claims by the parent/s that a child is frequently unwell and requires medical attention for symptoms which are vague, difficult to diagnose and which have not, of themselves ever been

noticed by staff. Examples might be headaches, tummy aches, dizzy spells, frequent visits to opticians, dentists or referrals for second opinions.

- Frequent illness, treatments or ailments not consistent, or considered to be excessive, in relation to a child's disability.
- The child may disclose ill treatment by carers to staff or complain about frequent doctor's visits. Carers, siblings and the child may present conflicting stories about illnesses and deaths in the family. Where siblings are in the same school, concerns should be discussed with the relevant staff to establish if similar patterns apply to all children in the family. This should be done by the designated safeguarding lead in the school.
- The child's supposed symptoms are only mentioned when the mother is present.
- The mother/carer appears to have an unusually high level of knowledge about medical matters.
- Documents or other sources indicate that the mother/carer has changed doctors frequently, and/or has visited different hospitals for her child's treatment.

Referring concerns

- Where a teacher or other member of staff has reasonable cause to believe that a child is at risk from, or is the subject of, FII, child protection procedures will apply.
- Staff should refer any child welfare concern to the designated safeguarding lead.
- Schools should collate a record of absences and, where known, the reasons given by the carer for the absence. They should also record any discussions with the child, including verbatim comments. The date, time, place and the names of any people present at the time should be recorded. This should be included in the referral made to CSC. The school nurse can also help with providing evidence of concerns, if she has been involved.
- **Staff should not advise parents/carers about the suspicion of fabricated illness as there is evidence that this can increase the harm and it may also damage evidence.** The designated safeguarding lead should discuss with Social Care via First Response what the parent/carers will be told, by whom and when.

Information sharing

In suspected cases of FII it is especially important that information is shared between relevant agencies. The assessment and diagnosis will be made by children's social care and health professionals but the quality of the referral information will contribute a great deal.

References, useful resources or links HM Government (2008) Safeguarding children in whom illness is fabricated or induced

[https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-](https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)

Lazenbatt, A. and Taylor, J. (2011) Fabricated or induced illness in children: a rare form of child abuse NSPCC Research briefing

APPENDIX 10

What Signs May A Child Exhibit If They Are A Victim of **Trafficked and Exploited Children** ?

Definition: A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work.

Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes. Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves. School staff should make a referral to Children's Social Care if they suspect a child has been trafficked. Further information is available in 'Safeguarding Children who may have been trafficked'

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

APPENDIX 11

What Signs May A Child Exhibit If They Are A Victim of **Child Sexual Exploitation**

As trafficking is closely related to child sexual exploitation, there is further guidance (link below):

Definition: Child sexual exploitation is a form of child abuse. Essentially it involves children and young people receiving something – for example accommodation, drugs, gifts or affection – as a result of them performing sexual activities, or having others perform sexual activities on them. It can occur without physical contact, when children are groomed to post sexual images of themselves on the internet. The three broad categories are (1) inappropriate relationships (2) ‘boyfriend’ model of exploitation and peer exploitation; and (3) organised/networked sexual exploitation or trafficking. If you suspect a child has been sexually exploited or is at risk of sexual exploitation you must share the information with the DMS/Head teacher without delay. ‘Tackling Child Sexual Exploitation Action Plan’ was published in December 2011. A guidance for practitioners was published in February 2017.

CHILD SEXUAL EXPLOITATION (CSE) – SEXUAL ABUSE CONTINUED

Child sexual exploitation is a form of sexual abuse involving manipulation and exploitative situations, contexts where children or young people receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing and or others threat and often trafficking across Local Authorities. Children are coerced into carrying out sexual acts with one or more men after a period of grooming where they are made to feel that they have to pay back what they have received.

Types of CSE

- ▢ Peer on Peer – Exploitation of children and young people by other children and young people. This could happen through gangs, groups or individuals.
- ▢ Older ‘boyfriend’
- ▢ Sexual Bullying
- ▢ Opportunistic – Takes a situation where a young person or child is vulnerable and uses it to abuse the child/young person.
- ▢ Familial – Through someone that they know- a family member, a family friend or used as a debt repayment by a family member.
- ▢ Online grooming which leads to sexual exploitation
- ▢ Trafficked

Grooming

Victims of CSE are groomed in many ways such as:

- ▢ befriending the victim
- ▢ giving gifts to them
- ▢ giving accommodation
- ▢ encouraging drugs and alcohol abuse
- ▢ creating an atmosphere where the victim is allowed to be ‘grown up’
- ▢ Taking the victim to places that they would not normally go, e.g. clubs, restaurants etc

Perpetrators exert financial, emotional, physical control; this is normally gone through organised networks. Technology is often used to identify victims, groom them and coerce them.

Who is likely to be exploited?

CSE can happen to any young person. There is no immunity. However, some children and young people may be more vulnerable and more susceptible to CSE.

Vulnerability Factors

- ☐ Living in a chaotic and dysfunctional household
- ☐ History of abuse,
- ☐ Low self-esteem and low confidence
- ☐ Lacking friends from the same age group
- ☐ Bereavement or loss
- ☐ Young carers
- ☐ Homelessness/ Children living in multi-occupancy, residential care, hostel,
- ☐ Not engaging in education/ training or employment
- ☐ Gang associations - living in gang affiliated neighbourhoods, relatives involved in gangs, peers or intimate relationships
- ☐ Friendships with children being exploited
- ☐ Unsure of sexual orientation or unable to disclose sexual orientation to family
- ☐ Children/Young people in Care (CLA)
- ☐ Drug or alcohol misuse
- ☐ Involvement in offending
- ☐ Children missing from school
- ☐ Involved in bullying in or out of school
- ☐ Children/Young people with poor mental health
- ☐ Family involvement in sexual exploitation
- ☐ Children/ Young person with SEND

Impact of CSE

- ☐ Strain on relationships
- ☐ Criminal activity
- ☐ Dropping out of education/ failing examinations
- ☐ Isolation from family/ friendships
- ☐ Teenage pregnancy/ parenthood
- ☐ Mental health problems
- ☐ Attempted suicide
- ☐ Alcohol/ drug dependency
- ☐ Unemployment for young adults

Prevention against CSE

- ☐ Raise awareness amongst young people, parents, communities and professionals
- ☐ Refer to Multi Agency Safeguarding Hub (MASH) and Multi – Agency Sexual Exploitation (MASE)
- ☐ Education settings to support children and young people to reduce risk of entering into abusive relationships
- ☐ Responding to children that go missing from home, care and education
- ☐ Good support for LAC and Care Leavers
- ☐ Long term post abuse support services
- ☐ Strong strategic leadership

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

APPENDIX 12

What Signs May A Child Exhibit If They Are A Victim of **Forced Marriage/Honour Violence/Killings**

Guidance on dealing with concerns regarding forced marriage is contained in the Multi Agency Practice Guidelines 'Handling Cases of Forced Marriage' <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-gowrong/forcedmarriage/publications>

Definition: A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse.

SIGNS: Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/under-age sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'. Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are a risk from their parents and families.

School staff should respond to suspicions of a forced marriage or honour based violence by making a referral to social services or if acute to the police. School staff should not treat any allegations of forced marriage or honour based violence as a domestic issue and send the child back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.

Further information and advice can be obtained from the Forced Marriage Unit fmf@fco.gov.uk or 020 7008 1500 and the Honour Based Violence Helpline 0800 5 999 365 .

APPENDIX 13

INDICATORS OF VULNERABILITY TO RADICALISATION & EXTREMISM

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school/ academy staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX 14

How to respond to a disclosure from a child

If a child decides to confide in you, it is important that you respond in the following ways:

- Listen carefully to what the child is saying without interrupting
- Keep an open mind about what you are being told
- Take any disclosure seriously, even if you cannot see any injury which would support the story
- Be sensitive
- Stay calm – don't show shock or horror
- Don't make promises that you can't keep
- Don't interrogate the child or young person – it is not your job to carry out an investigation – this will be up to professionals who have experience.
- Be reassuring – tell the child that they were right to tell/have done nothing wrong.
- Be honest – don't make promises that you can't keep
- Don't promise confidentiality
- Don't delay action in response to a disclosure
- Don't be afraid of being wrong or concerned about starting an investigation – you will be supported.
- At the earliest opportunity make a written record, using the Safeguarding Incident Report form.

APPENDIX 15

SAFEGUARDING CONCERN FORM					
<p>Please complete this form if you have any concerns about a pupil. <i>For completion by staff or volunteers when they become aware of child welfare concerns, in accordance with government guidance and the school's child protection policy. The Designated Safeguarding Lead will monitor concerns and report where appropriate to Children's Social Care if a child is deemed at risk of significant harm. This information will be disclosed only to those staff who need to know for the purposes of child protection. Concerns should usually be shared with parent/child, unless to do so may place a child/ren at increased risk of harm (if in doubt about this, consult with social care). Please write legibly and do not use acronyms. Exact words must be used even if they may offend.</i></p>					
PUPIL NAME				CLASS	
DAY / DATE / TIME				DOB	
Member(s) of staff noting concern					
CONCERN					
(Please describe as fully as possible and use children's exact words if a disclosure has been made)					
URGENT		QUITE URGENT		INFORMATION	
Signature:				Date:	
Date Received by DSL / ADSL					

Actions Taken			
Date	Person Taking Action	Action	Signature
Date Feedback Given			
Person Giving Feedback			
PLEASE FOLLOW SCHOOL SAFEGUARDING PROCEDURES TO ENSURE THIS IS HANDED TO A DSL ASAP			

APPENDIX 16

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

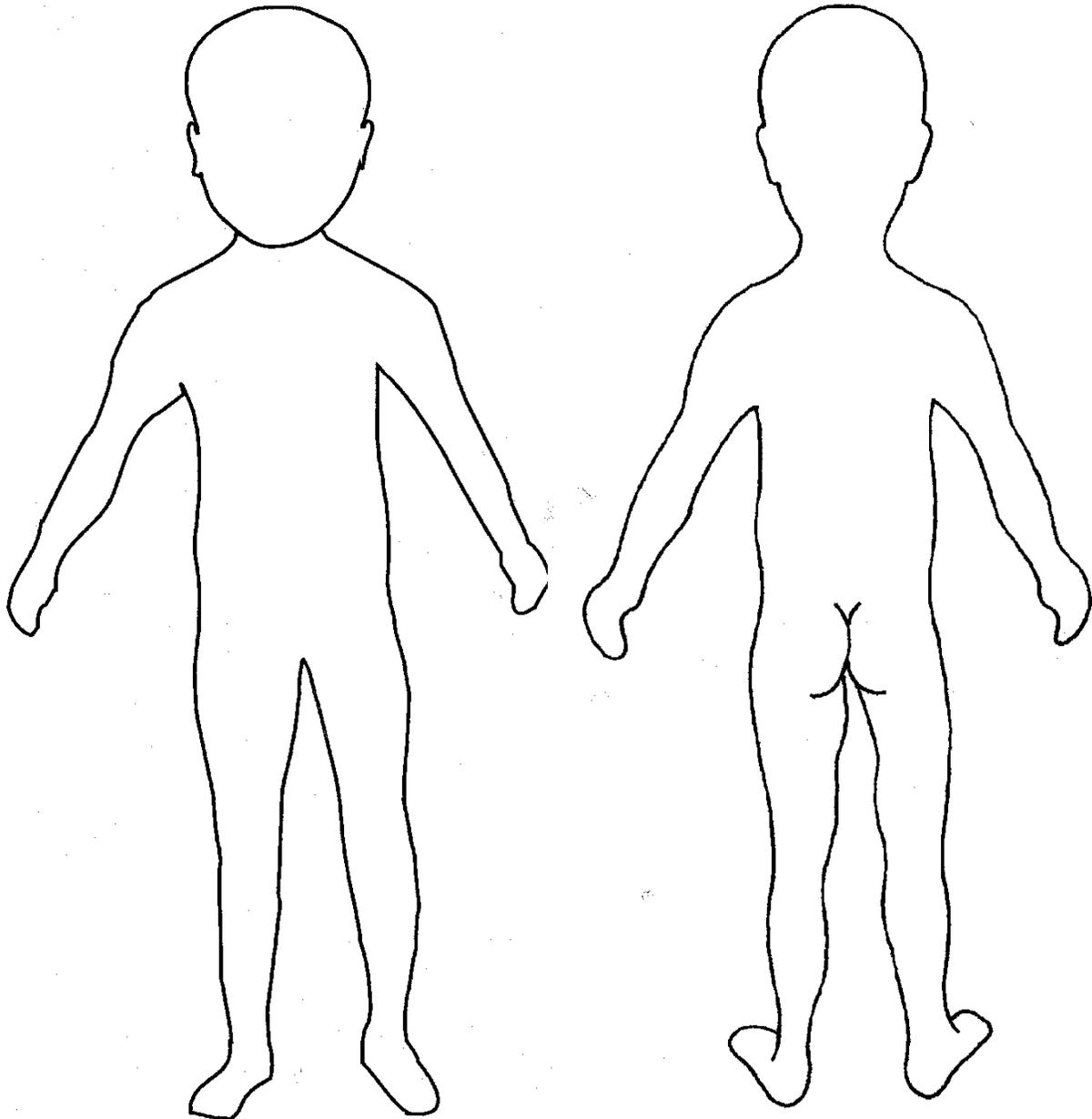
BODYMAP

(This must be completed at time of observation)

Name of Pupil: _____ Date of Birth: _____

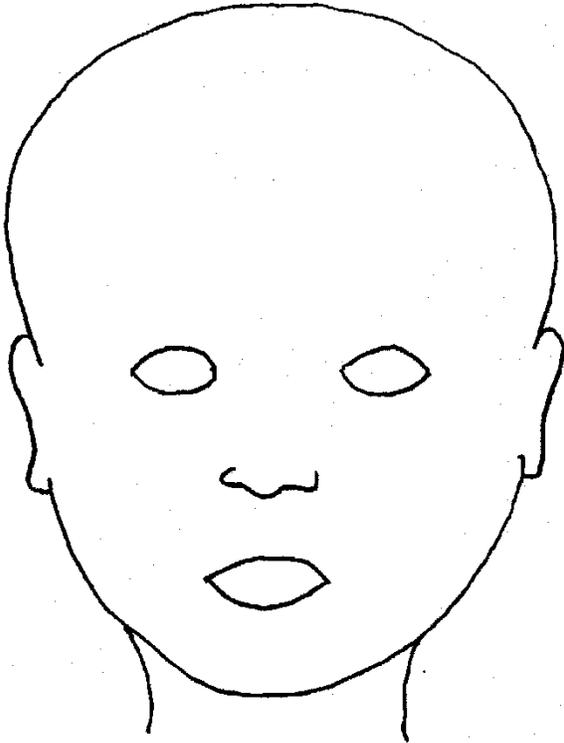
Name of Staff: _____ Job title: _____

Date and time of observation: _____

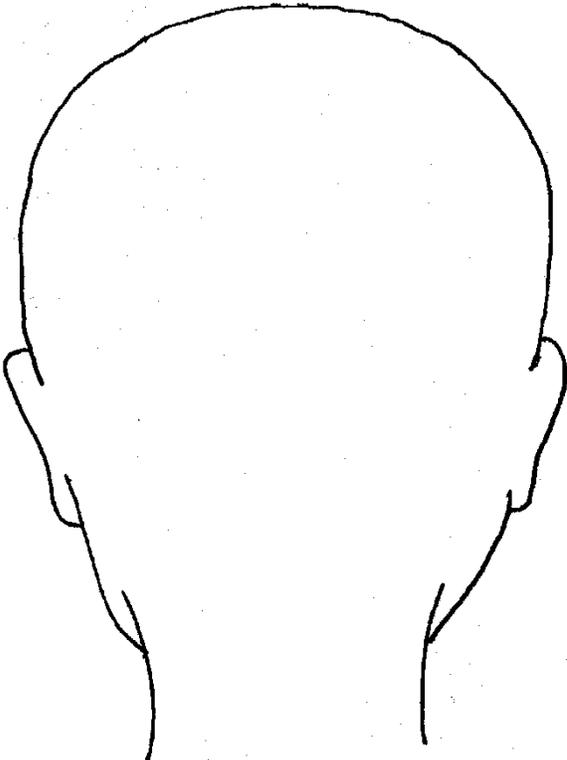


Name of pupil: _____

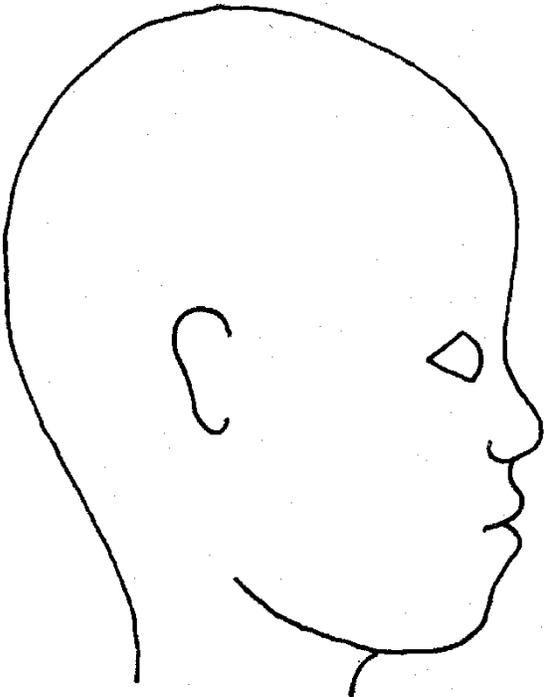
Date and time of observation: _____



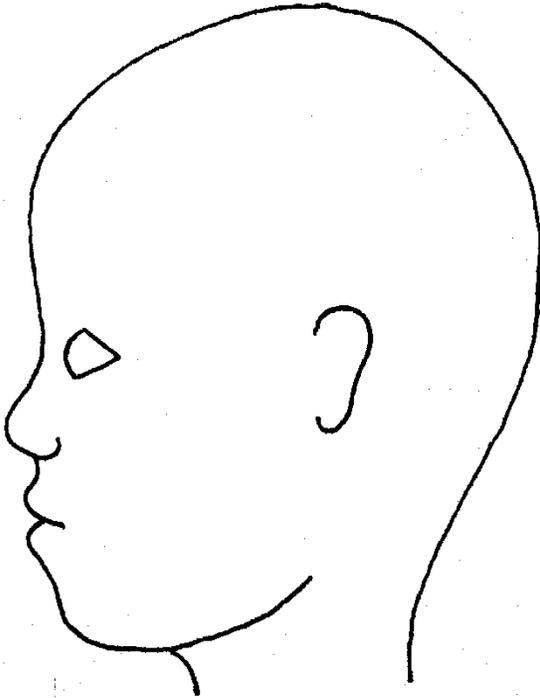
FRONT



BACK



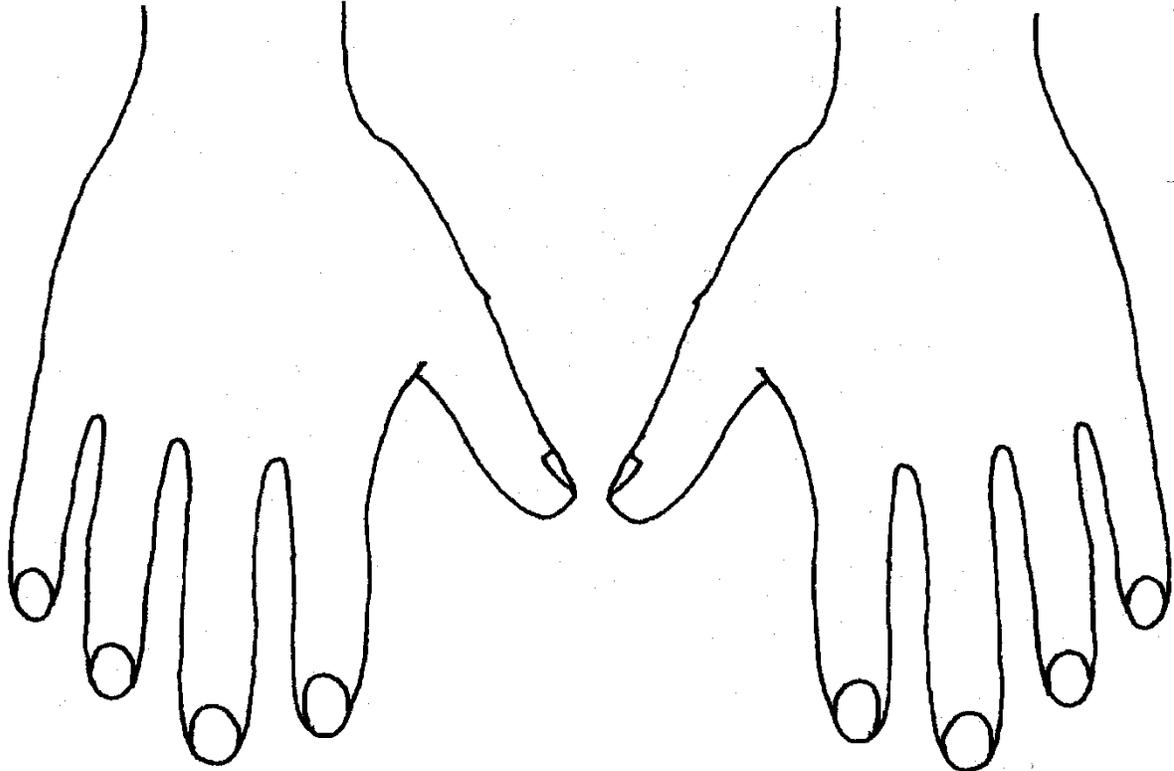
RIGHT



LEFT

Name of pupil:

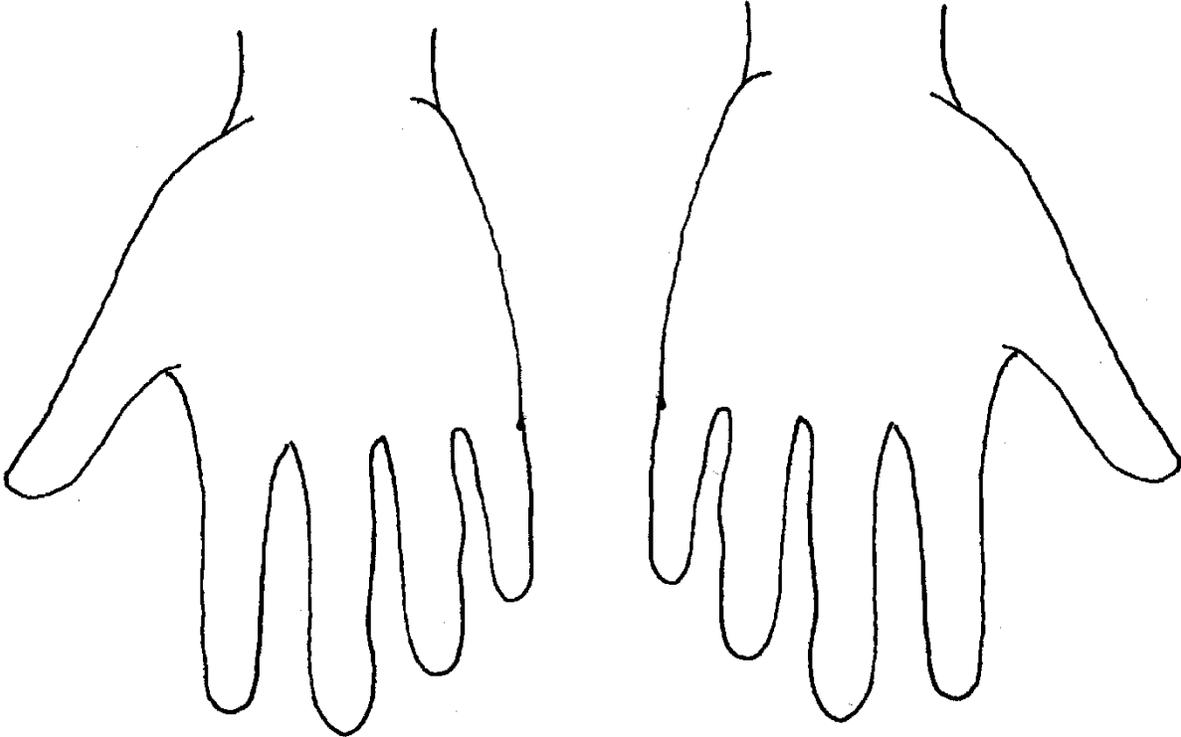
Date and time of
observation:



R

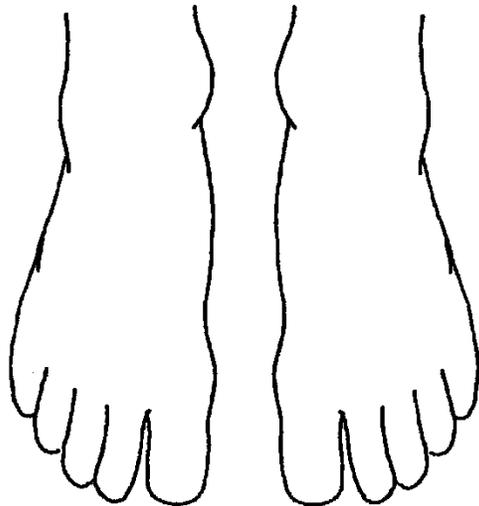
L

BACK



Name of Pupil:

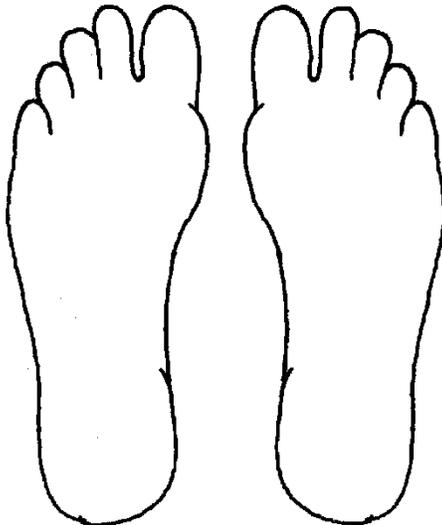
Date and time of observation:



R

TOP

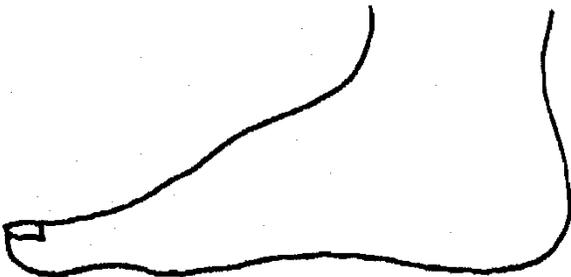
L



R

BOTTOM

L

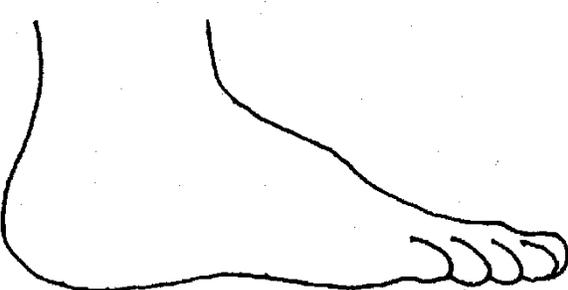


R

INNER

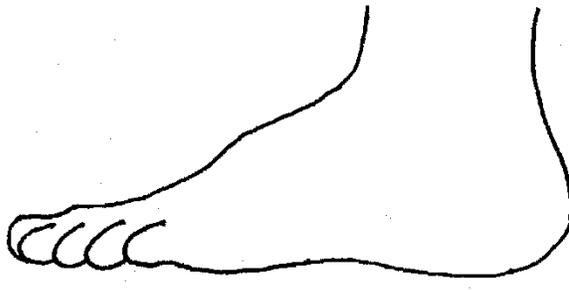


L



R

OUTER



L

Printed Name,
Signature and Jobtitle
of staff:
