



Safeguarding and Child Protection Policy

Purpose:	To inform all Tabernacle School staff of their responsibilities regarding safeguarding and child protection
Approval Body:	The Trustees of Tabernacle School
LT Lead Person:	Miss Ashbolt-Joseph
Lead Trustee for Policy:	Mrs V. Shaw
Date of Approval:	September 2022
Proposed Review Date:	September 2023

1. Introduction

1.1 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

1.2 Children include everyone under the age of 18.

1.3 Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (2018) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education;

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

"Keeping Children Safe in Education" September 2022 which is the statutory guidance for Schools and Colleges;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_child_safe_in_education_2022.pdf

"What to do if worried a child is being abused" (March 2015) ; <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

"Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2019); <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

"The Prevent Duty Departmental, advice for Schools and child care providers" (June 2015);

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

"Teaching online safety in school: Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects

(June 2019);

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Furthermore, we will follow the procedures set out by the local Kensington & Chelsea safeguarding board <https://www.rbkc.gov.uk/lscb/>

2. The Purpose

2.1 The purpose of this policy is to ensure that all our staff are clear about the actions necessary with regard to child protection and promoting welfare.

2.2 Our aims are:

- to raise the awareness of all staff, and to identify responsibility for reporting possible cases of abuse;
- to ensure effective communication between all staff on child protection issues;
- to set down the correct procedures for those who encounter an issue of child protection;
- to show that every staff member is responsible for being vigilant and informed, not just the Designated Safeguarding Lead and Principal
- We have adapted a whole school approach to safeguarding and promoting the welfare of all students and staff.
- Working hard to reduce all forms of abuse & harm that children can suffer.

3. Statement of Intent

3.1 The health, safety and well-being of all our children are of paramount importance to all adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

3.2 In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

3.3 We recognise that all forms of abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

3.4 We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass the information on to appropriate persons only.

3.5 Our teaching of personal, social and health education and citizenship at Tabernacle School helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others.

3.6 Staff also build warm, communicative relationships with children, which include discussion of appropriate and inappropriate behaviour between adults and children, and between children.

3.7 At Tabernacle School, teachers receive regular training through Kensington and Chelsea Safeguarding Children's Board, and this will take place every two years to help staff to recognise abuse and to respond to it.

3.8 This policy is based on government legislation and key guidance on the following documents:

- Children Act (CA) 1989 and 2004;
- Convention on the Rights of the Child, UNICEF 1989;
- Data Protection Act DPA 1998;
- Every Child Matters – Change for Children (ECU) 2004 (see page 41);
- Working Together to Safeguard Children (2020);
- Prevent Duty (2015)
- NSPCC signs of abuse and neglect;
- Keeping Children Safe in Education: information for all school and college staff (KCSE 2022);
- Section 175 of Education Act 2002;
- Allegations of abuse against teachers and non-teaching staff 2012.

4. Providing a Safe and Secure Environment

All parents and carers of pupils who attend Tabernacle School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will accomplish this by:

- Promoting a caring, safe and positive environment within the school
- Ensuring that our staff are appropriately trained in safeguarding, child protection and prevent according to their role and responsibilities
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not
- From January 2022, using RSE to help teach children about safeguarding
- Understanding the additional safeguarding challenges for children with SEND including; awareness that behaviour, mood and injury may relate to possible abuse, not just their SEN or disability, awareness of their higher risk of group isolation, the disproportionate impact of bullying, difficulties with communication and their potential need for additional pastoral support
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection helplines
- Always following safer recruitment procedures when appointing staff or volunteers to work in our school - C. V's can only be accepted alongside a full application form. Our school reserves the right to search publicly available social media, as part of our due diligence during the recruitment process.
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning school activities or trips
- Understanding that a child's social sphere outside school may give rise to safeguarding considerations

5. The Role of School Staff & Trustee's

5.1 Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour. The new RSE curriculum will be implemented at Tabernacle School from January 2021 and will be used as an opportunity to teach safeguarding.

5.2 All children deserve the opportunity to achieve their full potential. The purpose of all intervention is to safeguard and promote the welfare of the child. We recognise the importance of children receiving the right help at the right time to address risks and prevent issues escalating. Acting on, and referring, early signs of abuse and neglect are therefore of great importance.

5.3 All school staff/volunteers have a responsibility to report suspected abuse to the Designated Safeguarding Lead to ensure the safety and wellbeing of the pupils in their school. In doing so they should never hesitate to seek advice and support as necessary from the Designated Safeguarding Lead. Teachers do not decide if something is or is not a safeguarding/child protection issue however whilst normal practice is for the Designated Safeguarding Lead to make referrals, any member of staff may make a referral to external agencies. Similarly, inaction on anyone's part in connection with child protection issues should be challenged.

5.4 The Teacher Standards 2011 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

5.5 Prevent abuse by means of good practice. Adults will not normally be left alone for long periods with individual children. An adult who needs to take a pupil aside - for example, to deal with a disciplinary problem - will do so in the classroom and will therefore normally be within sight or within earshot of other members of staff.

5.6 Supervision of pupils will be appropriate for the age of the children. Children are taught on a one-to-one basis for activities such as learning support. Care should be taken to ensure that the environment is appropriate and, where possible, a door is left open or the use of a window in the door allows transparency.

5.7 All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

5.8 In addition to working with the Principal and Designated Safeguarding Lead, staff members should be aware that they may be asked to support social workers to make decisions about individual children.

6. What staff need to know

6.1 All staff members need to be aware of systems which support safeguarding and of the identity of the Designated Safeguarding Lead.

6.2 All staff should actively promote children's welfare and are expected to look for all forms of abuse; (physical, emotional, sexual, neglect and online) exploitation (criminal, sexual or otherwise), child mental health, extremism, FGM, missing children, child on child abuse, bullying and cyber bullying, grooming and others.

6.3 All staff members should:

- be aware of all forms of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- have a copy of Part 1 and Annex A of Keeping Children Safe in Education (2022),
- have a copy of What to do if you're worried a child is being abused, Advice for practitioners (2015)
- have a copy of the school's whistle-blowing policy
- have a copy of the school's Behaviour and Discipline
- be aware to complete an ID check (except parents) of visitors to the school
- have awareness of those at risk of FGM and the signs that it may have been carried out (see appendix)
- have awareness of what constitutes peer-on-peer abuse or sexual violence and sexual harassment and how to report it to the DSL

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

6.5 There are various expert sources of advice on the signs of abuse and neglect. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues are described in Annex 1.

6.6 Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should speak to their Designated Safeguarding Officer or to children's social care.

6.7 A child going missing from an education setting is a potential indicator of abuse or neglect.

6.8 All the adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded. It is better to be safe than sorry, and we trust that parents, while they will naturally be upset by any investigation, will accept that the school acted in the child's best interests.

7. Definition of Abuse and Neglect

7.1 Abuse takes a variety of forms:

- Physical abuse involves the hitting, shaking or other treatment of a child that can cause actual bodily harm;
- Sexual abuse involves forcing or enticing a child into sexual activities, whether the child is aware of what is happening. This includes non-contact situations, such as showing children pornography;
- Emotional abuse is the persistent emotional ill-treatment of children, such as frightening them, or putting them in positions of danger. It is also an abuse to convey to children the feeling that they are worthless or unloved;
- Children are abused also if they are neglected. This could involve failure to provide proper food and warmth, but it might also be failure to see to the emotional well-being of the child.

8. Procedures

8.1 The Designated Safeguarding Leads in our school regarding issues of Child Protection is:
Miss Ashbolt-Joseph DSL

8.2 Each has regular child protection training – every two years – to raise their awareness of abuse and procedures.

8.3 They ensure that all staff are made familiar with all safeguarding documentation, both as part of their induction and on an ongoing basis. It is all staff's responsibility to ensure that they take the time to read through the safeguarding policy and keep themselves updated with government revised guidance

8.4 They are the designated teachers to ensure the care of looked after children.

8.5 They are responsible for monitoring children's attendance - as a child going missing from an education setting is a potential indicator of abuse and neglect.

8.6 They ensure that staff are aware of the appropriate use of force to control or restrain pupils. There may be times when adults in the school, in the course of their duty, use physical intervention to restrain children. The Principal required the adult involved in any such incident to report this to her immediately and to record it in writing.

8.7 They are guided by two principles:

- In accordance with the Children Act, the welfare of the child is always paramount;
- Confidentiality should be respected as far as possible.

8.8 A key role of the Designated Safeguarding Lead (DSL) is to be fully conversant with the current safeguarding advice, in particular:

- Safeguarding Children and Safer Recruitment in Education;
- Working Together to Safeguard Children (2020);
- Keeping Children Safe in Education (2022).

The Designated Safeguarding Lead must ensure that the school takes action to support any child who may be at risk and must also make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to child protection.

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

9.1 If staff members have concerns about a child they should raise these with the school's Designated Safeguarding Lead. This also includes situations of abuse which may involve staff members. The Safeguarding Lead will usually decide whether to make a referral to MASH (Multi-Agency Safeguarding Hub), but it is important to note that any staff member can refer their concerns to MASH directly.

Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The Early Help Assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, general practitioner (GP), Local safeguarding team, family support worker, and/or health visitor.

9.2 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to MASH (Multi-Agency Safeguarding Hub). Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

9.3 It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer to the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Action when a child has suffered or is likely to suffer harm.

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

General guidance on whistleblowing can be found via: <https://www.gov.uk/whistleblowing>

The NSPCC's "what you can do to report abuse" dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being

handled by their school. Staff can call 0800 028 0285, which is available from 8:00am to 8:00pm, Monday to Friday, and email help@nspcc.org.uk.

10. Role of the Trustees

10.1 The Lead Trustee is nominated to liaise with the Local Authority and/or partner agencies, if needed or in the Principal's absence, on issues of child protection and in the event of allegations of abuse made against the Principal. In the event of allegations of abuse being made against the Principal, these allegations should be reported directly to the Local Authority.

10.2 The Trustees ensure that there is an effective child protection policy in place together with a staff behaviour policy (code of conduct), and that both are provided to all staff – including temporary staff and volunteers – on induction. They ensure the annual updating of the child protection policy, and that it is available publicly either via the school website or by other means.

10.3 The Trustees prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required: and ensuring volunteers are appropriately supervised. It ensures that the school has written recruitment and selection policies and procedures in place and that at least one person on any appointment panel has undertaken safer recruitment training.

10.4 The Trustees ensure that there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the Local Authority Designated Officer (LADO). There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

10.5 The Trustees also ensure that there are procedures in place to handle allegations against other children.

10.6 The Trustees recognises that it has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Within the Early Years Ofsted would also need to be informed, as required by the Statutory Framework.

10.7 The Trustees ensure that staff members do not promise confidentiality to the child and always act in the interests of the child.

10.8 The Trustees will assess the impact of this policy in keeping children safe.

- Contribute any local, contextual information that may support children's safety and welfare.
- Appoint a nominated governor to liaise with the Head Teacher and Designated Safeguarding Lead (DSL) on Safeguarding issues.
- Receive and consider regular reports from the principal about the effectiveness of safeguarding and child protection at the school.
- Keep on top of training to ensure that staff have the skills, knowledge and understanding necessary to
- keep all children safe.

11. Role of Principal

11.1 The Principal must ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

11.2 The Principal must ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide, allowing children to express their views and give feedback.

11.3 The Principal should inform the Board of Trustees if contact is made with the Safeguarding in Education Advisor.

12. Recruitment

12.1 The Principal must ensure that the recruitment procedure is followed in the employment of staff, paying particular attention to the need for candidates undertaking regulated activity to provide an enhanced DBS check with barred list information.

A regulated activity is defined as that done by a person who:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work in a school at times when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor); or
- will regularly come into contact with children under 18 years of age.

12.2 Safer recruitment practice includes scrutinising application forms, verifying identity, verifying academic or vocational qualifications (as relevant), obtaining professional and personal references, verifying the authenticity of these, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. Safer recruitment also includes undertaking interviews and conducting appropriate background checks.

New staff employed by the school and volunteers engaged in regulated activity will undergo a DBS check in line with the above guidance and regulations. All volunteers will undergo a risk assessment.

12.3 The school requires that staff inform the school if there is a change, any convictions, court orders, prohibition orders, reprimands and warnings which may affect their suitability to work with children.

12.4 To promote safer recruitment and selection, the following procedures will also be followed:

- Documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed
- Candidates will, upon short listing, be required to complete the school's official application form and CVs will not be considered without a full application.
- All references taken up will be verified by telephoning referees
- A reference will always be required from the last employer
- At interview, candidates will be asked to account for any gaps in their career/employment history
- Candidates will be made aware that all staff are subject to a full DBS check
- As part of our due diligence, we may consider online searches of potential candidates.
- An up to date single central record detailing the range of checks carried out on our staff and volunteers is kept
- All new appointments to the school workforce from overseas are subject to additional checks as appropriate
- Where children are being looked after by staff of another organisation (e.g residential trips) the school will obtain assurance that appropriate checks have been applied to these staff
- Identity checks are carried out on all appointments to our school workforce before the appointment is made
- Prohibition from teaching and prohibition from management checks are carried out
- The school community is advised of appointments of regular parent volunteers

12.5 If, at any time, the school should have concerns about an existing staff member's suitability to work with children, the school will carry out all relevant checks as if the person were a new member of staff, as specified in KCSIE (2022).

12.6 The requirements for DBS checks relating to definitions of regulated and unregulated activity will be adhered to strictly according to KCSIE (2022).

13. Allegations of abuse made against teachers and other staff

13.1 Duties of the school:

- To act on allegations that a teacher or member of staff has: - behaved in a way that has harmed a child, or may have harmed a child; - possibly committed a criminal offence against or related to a child; or - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children;
- To respond appropriately to members of staff who are currently working in the school regardless of whether the school is where the alleged abuse took place;
- To take allegations against a teacher who is no longer teaching to the police;
- To provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended;
- To deal with any allegations of abuse very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

13.2 Initial considerations:

- The school endeavours to deal with allegations with common sense and good judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay;
- The school recognises that some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The Local Authority Designated Officer (LADO) should be informed of all allegations that come to the school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

14. Allegations of abuse made against child-on- child

14.1 As a school we recognise that some children abuse other children or their peers; therefore we will have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in our school community.

14.2 child on child abuse is a Safeguarding concern and will require the Designated Safeguarding Lead to seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may also be a referral to the Police and Social Care. The school will consider and may apply the disciplinary procedure. The school will offer support to a victim.

14.3 We recognise child on child abuse can take some of these forms;

- Language seen as derogatory, demeaning, inflammatory
- Unwanted banter
- Sexual harassment
- Sexual Violence
- Hate
- Homophobia
- Based on gender differences and orientation
- Based on differences

It can also be when children sexually abuse or sexually harass other children – Staff should follow the child protection policy and refer to APPENDIX 2 for further information.

We will pay adherence to the guidance - Sexual Violence and Sexual Harassment in Schools/Colleges between children (May 2018) and have a strategy in the school to identify, report and respond to any issues/incidents raised.

We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle child on child abuse.

14.4 The sending of indecent images from one person to another through Digital Media Devices. This school accepts that this is a Safeguarding concern and one that is increasing and requires a robust response.

- We will seek advice from agencies and professionals acknowledging that there is both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.
- We will refer to: "Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for Child Internet Safety

The DfE guidance 2019 on Searching Screening and Confiscation Advice for Schools

15. Duties of the School:

To act on allegations that a child has:

- behaved in a way that has harmed another child, or may have harmed another child;
- possibly committed a criminal offence against or related to another child;
- or behaved towards another child or children in a way that indicates he or she would pose a risk of harm if they continue to be in regular contact;

To respond appropriately to a child who has allegedly harmed another child, regardless of whether either of them is still in the school where the alleged abuse took place;

To take allegations against a child who is no longer at the school with the same seriousness as would be appropriate for an existing pupil;

To provide effective support for any child facing an allegation and provide the child and family with a named contact if they are suspended for such an allegation;

To deal with any allegations of abuse very quickly, in a fair and consistent way that provides effective protection for both parties.

In cases of child on child abuse - both children will be considered under the Child Protection procedures and referred to children's social care (if the issue is serious enough to warrant it) ie. that children who harm other children are often themselves victims of abuse.

16. Definitions

16.1 The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated - there is sufficient evidence to prove the allegation;
- Malicious - there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False - there is sufficient evidence to disprove the allegation;
- Unsubstantiated - there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

17. Procedure

The key relationship is between the Principal/Board of Trustees and the LADO.

17.1 In the first instance, the Principal or Board of Trustees (nominated 'case manager') must discuss the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree on a course of action. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children.

There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager must discuss the allegations with the LADO in order to help determine whether police involvement is necessary.

17.2 The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it must be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager must then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

17.3 The case manager must inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

17.4 The Board of Trustees and the Principal must consider carefully whether the circumstances of any case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step.

17.5 The possible risk of harm to children posed by an accused person should be evaluated very carefully when suspension is considered.

17.6 Based on an assessment of risk, alternatives such as redeployment or providing an assistant would be considered.

17.7 If the allegation is about physical contact, it must be taken into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

17.8 Where it is clear that an investigation by the police or children's social care services is unnecessary, the LADO should discuss the next steps with the case manager. In those circumstances, the options open to the school or college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

17.9 In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a member of the Senior Team.

17.10 If the nature or complexity of the allegation requires an independent investigator the school will liaise with the local authority.

18 Working Together With Parents and Carers

Pupil Information

We recognise the importance of keeping up to date and accurate information about pupils. We ask all parents/carers to provide us with the following information and to notify us of any changes that occur:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- 2 emergency contact details where possible
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact details of G.P.
- any other factors which may impact on the safety and welfare of the child

19 Safeguarding & Child Protection in Specific Circumstances

19.1 Attendance

- We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm. We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day.
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day.
- We will always report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service.
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

19.2 Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

- We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.
- No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action.
- We will always record any occasion when physical intervention has been necessary.
- We will always notify parents or carers of any such incident.

19.3 Bullying

- We understand that bullying is harmful to children.
- We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable.
- We will always take any reports of bullying and respond appropriately.
- We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

19.4 E-Safety

- We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use.
- We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.
- We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

19.5 Sharing nudes or semi nude images/videos (also known as Sexting)

Sexting is sending and receiving sexual imagery via devices, apps, webcams and emails. If you are made aware or have concern over sexting, also known as 'youth-produced sexual imagery', you must report it to your DSL immediately.

When dealing with the sharing of nudes or semi nude images/videos, there are things you must not do, this could be: ask to view, download, or share the image with yourself, share information with other members of staff, parents or students. You must not question the child, or investigate, this is the role of the DSL.

19.6 Health&Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

20. CCE - Child Criminal Exploitation

20.1 Criminal exploitation of children is a Safeguarding concern. Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home/care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being
- County Lines

20.2 Should there be cause for concern the Designated Safeguarding Lead will seek advice from agencies and professionals; including, a reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral to the Police and Social Care. The school will offer support to a victim.

20.3 County Lines is criminal exploitation of children - children, particularly vulnerable children are targeted by gangs or criminal groups, to exploit, manipulate and control children to take part in criminal activity. It may seem consensual and they may receive something in exchange, however this is all part of the grooming process.

Signs that may be an indication;

- Poor school attendance
- A change in friendships or relationships, particularly older individuals or groups
- Decline in academic performance
- Signs of self-harm
- Changes in behaviour and wellbeing
- Signs of assault or unexplained injury
- Unexplained gifts or new possessions
- Children returning home late, staying out all night or not returning home

21. CSE - Child Sexual Exploitation

21.1 Child Sexual Exploitation is also known as CSE, it is a form of sexual abuse, where the child is manipulated and exploited in return they are offered gifts, drugs, affection or status- it can happen in person or online and over any short or long period of time.

The following list is indicators, not exhaustive or definitive, but highlights some of the common signs:

- Inappropriate sexual, sexualised behaviour and sexual activity
- Sexually risky behaviour and sexually transmitted infections.
- In girls, repeat pregnancy, abortions, and miscarriage.
- Having several mobile phones or devices.
- Unexplained gifts or having unaffordable new things, or expensive habits (alcohol, drugs, etc.).
- Going to hotels, brothels or other unusual locations.
- Moving around the country, appearing in new towns or cities, or Getting in/out of different cars driven by unknown grown-ups.
- Contact with known abusers.
- Involved in abusive relationships, intimidated, and fearful of certain people or situations. Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers and having relationships with older people.
- Recruiting or correlating with other young people involved in sexual exploitation.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality; chaotic, aggressive, sexual, Mood swings, volatile behaviour, emotional distress, Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorder, drug or alcohol misuse.
- Getting involved in crime, Police involvement and police records.
- Involved in gangs, gang fights, gang membership or Injuries from physical assault, physical restraint, sexual assault.

Staff should familiarise themselves with these signs and any concerns should be reported to the DSL.

22. Child on Child Sexual Violence and Sexual Harassment

22.1 Child on child sexual violence and harassment can occur between two or more children of any age/sex right from primary all the way into college. It should never be passed off as just ‘banter’, having a laugh, or any other types of stereotypical comments.

Our duty as a school is to help our children understand the laws that are in place to protect them and that they are not there to criminalise them. Child on child sexual violence and harassment in and outside of the setting as well as online, and as a school, we have a duty to protect children from all forms of violence/abuse and have a zero tolerance approach to it and all allegations will be taken seriously and fully investigated. Staff members should always maintain an attitude of ‘it could happen here’ with staff taking allegations taken seriously and victims being reassured.

The alleged perpetrator(s) should be held accountable and given an appropriate sanction/disciplinary action and safeguarding support.

Keeping Children Safe in Education in Education September 2022:

32. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school’s or college’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

33. All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

34. It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

35. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)*
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)*
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)*
- sexual violence,⁶ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)*

5 Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

6 For further information about sexual violence see Part 5 of the full document and the Annex.

- 11*
- sexual harassment,⁷ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse*
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party*
 - consensual and non-consensual sharing of nude and semi-nude images and/or*

*videos*⁸ (also known as sexting or youth produced sexual imagery)

• *upskirting*,⁹ which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

• *initiation/hazing type violence and rituals* (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf

23. Carrying knives/ offensive Weapons & Gang Culture

23.1 Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2019 will be consulted and the school will consider and may apply the disciplinary procedure.

23.2 If a member of staff suspects a pupil of being involved in gang culture, this is a safeguarding concern and the Designated Safeguarding Lead will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil may be an exploited child and victim to whom the school will offer support.

Legal framework:

- Protection of Freedoms Act 2012
- Counter-Terrorism and Security Act 2015

23. Supporting those involved

23.1 The school has a duty of care to its employees, and it will endeavour to do all in its power to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

23.2 The case manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.

Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

23.3 The school will ensure that parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

23.4 The school will make parents and carers aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002 (see below). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

23.5 In cases where a child may have suffered significant harm, or there may be a criminal prosecution, the school will liaise with children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

24. Confidentiality

24.1 The school recognises the importance of maintaining confidentiality and guarding against unwanted publicity while an allegation is being investigated or considered. The school would refer to The Education Act 2011 which introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school. The school would follow all relevant legal guidelines, taking advice also from the LADO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared
- how to manage speculation, leaks and gossip
- what, if any information can be reasonably given to the wider community to reduce speculation
- how to manage press interest if and when it should arise

24.2 Record and Data Sharing

Tabernacle School understands the importance of keeping personal information safe and protected, however we have a legal duty to work and share important safeguarding issues with new schools, colleges and other settings - safeguarding records and protection/welfare concerns will be shared/ transferred to the relevant setting and a copy will be retained by us until the young person reaches the age of 25.

25. Resignations and 'settlement/ compromise agreements'

25.1 The school understands that if the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this policy. A settlement/compromise agreement which prevents the school or college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school would not be complying with its legal duty to make the referral.

25.2 The school recognises that it is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process.

25.3 The school understands that 'settlement/compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be in cases of refusal to cooperate or resignation before the person's notice period expires.

25.4 **Record Keeping:**

- The school undertakes to remove details of allegations that are found to have been malicious from personnel records. However, for all other allegations, the school will keep a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, and these notes will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned;

- The school undertakes to provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The school will keep the record at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

25.5 **References:** Where an allegation was proved to be false, unsubstantiated or malicious the school will not include it in employer references.

25.6 **Timescales:** It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. The timescales within the KCSIE (2022) will be referred to.

25.7 **On conclusion of a case:**

- The school understands that there is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

- When it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that, providing help and support after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with child or children who made the allegation can best be managed if they are still a pupil at the school;

In respect of malicious or unsubstantiated allegations: If an allegation is shown to be deliberately invented or malicious, the Principal and Chair of Trustee would consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

26. Monitoring and Review

26.1 This policy is approved and monitored by the Board of Trustees.

27. Conclusion

27.1 The Trustees and Staff of the School are committed to keeping this policy under annual review and the Governor responsible will ensure that the matters contained herein are regularly discussed and further developed to the benefit of all users.

28. Honour-based violence: FMG & FM

28.1 FGM- Female Genital Mutilation:

Female genital mutilation involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

We have FGM training which identifies risk. Staff can contact the Metropolitan Police Service child abuse investigation command, or go through the usual CP disclosure route.

Further guidance and information are available from:

NSPCC FGM Helpline

Contact days and times: 24 hours Tel: 0800 028 3550

Email: fgmhelp@nspcc.org.uk

28.2 Forced Marriage

Children aged 14-16, boys and girls are forced into marriage, it's completely different from an arranged marriage. You may see signs such as; unexplained absence from school, or their young sibling's whistleblowing. It is against the law for anyone to be forced into a marriage.

Forced marriage originates and has the highest percentage rates from Pakistan, India, and Bangladesh with a small percentage of cases in the Middle-East and African countries.

As with female Genital Mutilation, there is the 'One Chance' rule regarding Forced marriage. This refers to staff potentially only having one chance to report any concerns and that the school takes action.

Tabernacle School recognises that some children seeking leave of absence are vulnerable to the risk of abuse, neglect, or travelling to warfare zones, or at risk - of FGM or forced marriage.

29. Prevent Strategy

29.1 Extremism

We have extremism training which identifies children at risk. Staff can contact Prevent members of staff or Channel (early intervention multi-agency panel) to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour or we would follow the usual CP disclosure route.

The following key principles are in line with the schools and British values

- Inclusion
- Tolerance
- Freedom of speech
- The expression of beliefs and ideology

All Teachers and Students have the right to speak freely and have their voices heard, however, this should be done respectfully and responsibly. We can support our fellow teachers and students by: treating others with respect, understanding differences, community safety, awareness of human rights and equality.

29.2 Reducing the risks of Extremism

As a school, we are expected to judge the risk to children, in our care, being drawn into extremism/ radicalisation and use our professional judgement when dealing with any situation.

Our school risk assessment will include; outside speakers/visitors, anti-bullying policy and SEND children.

29.3 There is no single way of identifying an extremist/ terrorist ideology. It is important that all staff are alert and be vigilant on; behaviour changes, change or trying to hide their views or any other behaviour of concern.

We must build children's resilience, confidence, spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

We can actively do this through our school's curriculum, RE/ PSHE curriculum, SEND policy and during Devotion.

29.4 Concerns

If staff have concerns they must report to their DSL immediately, or talk in confidence by dialling 101.

“The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.”

For more guidance: **The Prevent duty Departmental advice for schools and childcare providers June 2015**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

30. Online-Safety

30.1 Online-Safety is crucial in safeguarding children. We must follow the school's E-safety policy to help keep the children safe from potentially harmful, explicit or inappropriate materials. Children are taught online-safety through the school's curriculum, PSHE, and other learning opportunities. The measures in place help to protect children from explicit material, underage resources/apps, terrorist or extremist material, peer abuse, and bullying via online platforms, including sharing of nudes or semi-nude imagery (sexting).

For further information:

- **Keeping Children Safe in Education, September 2022**
- **Annex C: Online safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Contacts for Safeguarding: Kensington and Chelsea:

<https://www.rbkc.gov.uk/lscp/information-professionals-and-volunteers/useful-safeguarding-contacts-professionals>

Appendix 1

CHILD PROTECTION: INFORMATION FOR STAFF

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible, try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. In instances when pupils are taught one-to-one ensure that there is full visibility into the room through the window in the door. Where a member of staff is talking with a child individually, ensure that the door is left open.
- Always keep an appropriate distance between you and the pupil. There are instances when a teacher needs to touch a child, for example music teachers demonstrating how to hold an instrument, and in these cases they would ask the child's permission first.
- Do not engage in conversations about your personal life with pupils.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. Do not have your mobile phone out when dealing with an individual pupil.
- Do not accept students as 'friends' on social networking sites.
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you. Avoid giving advice to pupils about their relationships.
- When teaching small groups of pupils/ individuals outside of normal lessons, if possible, keep the classroom door open, ensure there is another member of staff in proximity or ensure full visibility through the window in the door.
- Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.

Appendix 2

DEFINITIONS OF CHILD ABUSE

Criteria for Registration and Categories Abuse

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: - "A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission".

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan. SEND children are often at more risk of abuse. Abuse can also be committed by peers.

The following (taken from KCSIE 2022) are used for the plan. They are intended to provide definitions as a guide; in some instances, more than one category of registration may be appropriate.

All school and collective staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Staff are aware that for children with SEN and disabilities, their SEN or disability needs can be seen first and the potential for abuse second. If children are behaving in particular ways or look distressed or their behaviour or demeanour is different from in the past, we understand that this may be indicative of or a sign of the potential for abuse, not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers and they are disproportionately affected by bullying. We ensure that children with SEN and disabilities have access to greater availability of mentoring and support where appropriate.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or another child or children.

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

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

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

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they want, or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

SIGNS OF ABUSE

The following gives more information on the different forms of abuse and their signs. Further information can be found in 'What to do if you're worried a child is being abused 2015'

NEGLECT

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for:

- dirty unkempt appearance of child, in overall poor condition
- thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be over-eager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors

Associated factors

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

Action to be taken

If a teacher has concerns about the well-being of a child in his / her class, a discussion should take place with the *DSL*, records should be kept, and when appropriate Social Services staff are informed by the *DSL*.

PHYSICAL ABUSE (Non-Accidental Injury)

Location of injury: It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.

Common Medical / Physical Factors Associated with Physical Abuse

a) Bruising

- facial bruising around the mouth and ears
- groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- welt marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

b) Bites

- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body
- bites are never accidental

c) Burns and Scalds

- children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally
- a child is very unlikely to sit down willingly in very hot water; therefore, he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

Associated Factors

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident & Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

Action to be taken

If a teacher has concerns that a pupil in her / his class may be suffering from physical abuse, *the DSL* should be informed, and detailed records kept (including dates of injuries noted). The DSL will decide if concerns should be shared with parents, and when appropriate, Social Services staff and a designated doctor should be informed.

SEXUAL ABUSE

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who

have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

What is sexual abuse?

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- forcing the child to observe others involved in sexual activities
- sadomasochistic activities
- child sexual exploitation
- female genital mutilation
- forced marriage
- so-called honour-based violence
- sexting, banter, peer-on-peer abuse
- sexual violence and harassment between children

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

Signs to look out for:

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance

FGM

UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leonean, Egyptian, Nigerian and Eritrean. Non-African communities that practise FGM include Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

Under the Female Genital Mutilation Act 2003 it is an offence in England, Wales and Northern Ireland for anyone (regardless of their nationality and residence status) to: perform FGM in the UK; assist the carrying out of FGM in the UK; assist a girl to carry out FGM on herself in the UK; and assist from the UK a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

It is also an offence for UK nationals or permanent UK residents to: perform FGM on any person overseas; assist FGM carried out abroad by a UK national or permanent UK resident – this would cover taking a girl abroad to be subjected to

FGM; assist a girl to perform FGM on herself outside the UK; and assist FGM carried out abroad by a non-UK person on a girl/woman who is a UK national or permanent UK resident – this would cover taking a girl abroad to be subjected to FGM; even in countries where the practice is not a criminal offence.

Usually it is a girl's parents or her extended family who are responsible for arranging FGM. Some of the reasons given for the continued practice of FGM include; protecting family honour, preserving tradition, ensuring a woman's chastity, cleanliness and as a preparation for marriage. Whilst FGM is often seen as an act of love, rather than cruelty, it causes significant harm and constitutes physical and emotional abuse. FGM is considered to be child abuse in the UK and is a violation of the child's right to life, their bodily integrity as well as of their right to health.

Suspicious may arise in a number of ways that a child is being prepared for FGM to take place abroad. These include knowing both that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school. The child may also talk about a special procedure/ceremony that is going to take place. Indicators that FGM may already have occurred include prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems. Some teachers have described how children find it difficult to sit still and look uncomfortable, or may complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the honour of the family and /or the community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Staff need to be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

Action to be taken

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the *DSL*, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

If staff are informed by a girl that an act of FGM has been carried out on her or observe physical signs which appear to show that an act of FGM has been carried out and they have no reason to believe that the act was necessary for the girl's physical or mental health a report must be made to the Metropolitan Police as soon as possible by telephoning 101. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second. *DSL* to be informed as soon as possible and a comprehensive record to be kept of any discussions.

If the disclosure is by someone other than the victim, then contact the *DSL*.

Where there is a risk to life or likelihood of serious immediate harm due to FGM or 'honour-based' **abuse** staff should report the case immediately to police, including dialling 999 if appropriate.

If a report is made to the police concerning FGM, the girl and parents should, if possible, be advised in advance of /in parallel with the report being made unless there is thought to be a risk of serious harm to an individual or the family fleeing the country.

EMOTIONAL ABUSE

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for:

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusionary state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

Action to be taken

If a teacher is concerned that a pupil in her / his class is being emotionally maltreated, it should be reported to the *DSL*, detailed records should be kept, and when appropriate, Social Services staff informed by the *DSL*.

Specific safeguarding issues

All staff have an awareness of specific safeguarding issues and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. Concerns about specific safeguarding issues must be reported to the *DSL*. Specific safeguarding issues are as follows.

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child on child abuse, which may be gender specific. This is most likely to include, but may not be limited to, bullying (including cyberbullying which may take place wholly online or used to facilitate offline abuse), gender based violence/sexual assaults and sexting. This must never be tolerated, passed off as 'banter' or 'part of growing up'. Peer-on-peer abuse, sexual violence and sexual harassment which includes bullying, cyberbullying, physical abuse, sexual violence and sexual harassment, sexting and so-called initiation ceremonies.

Action to be taken

If a teacher is concerned about any form of child on child abuse, this must be reported to the *DSL*, who will discuss the situation with the Safeguarding Partners if appropriate. A risk assessment will be carried out and strategies to support the victim and the perpetrator will be discussed with relevant staff. A friendship/behaviour log may be started. Parents will be informed if necessary.

Other Specific Safeguarding Issues

(All forms of abuse)

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation - CSE - when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator)
- child criminal exploitation - CCE when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator
- drug and alcohol abuse
- domestic violence and the impact it can have on children when they witness or suffer it
- county lines - where children are offered money to move drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- honour-based abuse
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- Hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- Sexting
- Trafficking
- Homelessness
- children who are required to give evidence in criminal courts
- children with family members in prison
- upskirting

Risk indicators of being drawn into terrorism

- Vulnerability
- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

Is there reason to believe that the child associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)

Does the child frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)

- Is there reason to believe that the child has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?
- Experiences, Behaviours and Influences
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the perpetrator/ victim of racial or religious hate crime?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child employed any methods to disguise their true identity? Has the child used documents or cover to support this?

Social Factors

- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child experience a lack of meaningful employment appropriate to their skills?
- Does the child display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child demonstrate identity conflict and confusion normally associated with youth development?
- Does the child have any learning difficulties/ mental health support needs?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child have a history of crime, including episodes in prison?
- Is the child a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child's life has extremist views or sympathies?

More critical risk factors could include: -

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour