Charles Darwin School

Safeguarding and Child Protection Policy

Policy & Guidance for Staff

Persons Responsible:

Governors: Full Governing Body

SLT & Designated Safeguarding Lead: Mrs L Rees

The Anti-bullying Policy, Health and Safety Policy, Behaviour Policy, Low Level Concerns Policy, Whistle Blowing Policy, Medical Policy, Attendance Policy, Weapons Related Incident Policy and E-safety Policy are held separately to the Safeguarding Policy but assumed to be an integral part of safeguarding in Charles Darwin School.

Guidance on radicalisation and extremism awareness are included in this Safeguarding Policy from June 2015

This Policy will be updated at least annually and be available publicly via the school website. A hard copy will be provided to all staff.

Formally adopted by

Reviewed and readopted	30 September 2019
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Section 1: Safeguarding and Child Protection Policy

Important Contacts for Charles Darwin School Staff

Role	Name	Contact Details
Designated and safeguarding lead (DSL)	Louise Rees	lre@cdarwin.com
Deputy DSL's	Rebecca Kearney Jo Haywood Julie Gater	rke@cdarwin.com jha@cdarwin.com jga@cdarwin.com
Designated member of senior leadership team if DSL (and deputors) cannot be on site	Mick Boyden	mbo@cdarwin.com
Headteacher	Aston Smith	asm@cdarwin.com
Local authority designated officer (LADO)	Gemma Taylor	0208 461 7669 Gemma.Taylor@bromley.gov.uk
Chair of governors Safeguarding Link Governors	Helen Hartely Helen Hartely	hhartley.tr@cdarwin.com hhartley.tr@cdarwin.com

1. Introduction and Aims

1.1. The Governors and staff of Charles Darwin School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

1.2. The governing body will ensure they facilitate a whole school approach to safeguarding. This means we will ensure safeguarding and Child Protection are at the forefront and underpin all relevant aspects of process and policy development.

1.3. All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. Safeguarding should be 'child-centred' in its approach, meaning the best interest of the child should be considered at all times.

1.4. The aims of this policy are:

1.4.1. To support the child's development in ways that will foster security, confidence and independence.

1.4.2. To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

1.4.3. To provide a systematic means of monitoring children known or thought to be at risk of harm.

1.4.4. To emphasise the need for good levels of communication between all members of staff.

1.4.5. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

1.4.6. To emphasise that the school has a zero tolerance to abuse in any form.

1.4.7. To develop and promote effective working relationships with other agencies, especially the Police, Health Services and Social Services. (See Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children 2018.)

1.4.8. To ensure that all adults who have access to children have been checked as to their suitability and have a Disclosure and Barring Service [DBS] check. The school will implement recruitment procedures as recommended in Keeping Children Safe in education: Statutory guidance for schools and colleges September 2023 Part 3.

1.4.9. 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 mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

2. Procedures

2.1. Our school procedures for safeguarding children will be in line *with the London Child Protection Procedures 5th edition 2017, last updated March 2020 and 6 monthly thereafter), the latest Keeping Children Safe in Education September 2023 [hereafter referred to as KCSIE 2023] and the latest Working Together to Safeguard Children [Feb 2019].*

2.1.1. We have a designated safeguarding lead who is a senior member of staff. This member of staff is Louise Rees, Deputy Headteacher and takes lead responsibility for safeguarding and child protection. This is explicit in her job description, in line with recommendations in KCSIE 2023.

2.1.2. We have 3 members of staff who are the deputy designated safeguarding leads and will act in the designated teacher's absence. The deputy designated safeguarding leads are Julie Gater Year 10/11 Pastoral Manager, Jo Haywood Year 8/9 Pastoral Manager and Rebecca Kearney Assistant Headteacher.

2.1.3. The Designated Safeguarding Lead and deputies undergo training to provide them with the knowledge and skills to carry out this role. This specific training is updated every two years and evidenced in the Safeguarding Training log [level 4/5 – Group 3].

2.1.4. Key pastoral and inclusion staff have relevant training and skills to carry out their supportive role. This specific training will be completed every three years [level 2] and is supported by regular in house training specific to the needs of the school and the individual concerned. This is evidenced in the Safeguarding Training log.

2.1.5. All members of staff, including admin staff, cleaners, site staff and leisure centre employees complete formal level 1 training and have regular in house training and updates throughout the year. This can be via staff INSET days, CPD programme, staff meetings or staff bulletins, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

2.1.6. As per KCSIE 2022 part 2 from section 2, all Governors and Trustees will receive appropriate safeguarding and child protection training (Inc. online training) at induction.

2.1.7. New staff induction in July, September and January will include safeguarding expectations at Charles Darwin School and the completion of Level 1 Safeguarding training if not already held. PREVENT training for all staff has been completed with new staff being trained prior to starting at the school and repeated if required. In addition from July 2023, all new staff will complete online Cyber Security training.

2.1.8. Staff induction will always include awareness updates and training around the school's:

- Safeguarding and Child Protection Policy
- The Behaviour Policy
- Staff Code of Conduct
- The role of the Designated Safeguarding Lead and deputies
- The latest part 1 and related appendix of Keeping Children Safe in Education (DfE)
- The expectations, roles and responsibilities of all staff around filtering and monitoring as part of safeguarding (para 12 from KCSIE 23)

2.1.9. Copy of Part 1 of Keeping Children Safe in Education is provided for staff in Induction and thereafter every year in September. This will be signed for by all staff including those that do not work directly with children to confirm they have read and understood the document.

2.1.10. All parents/carers are made aware of the responsibilities of staff members with regard to child protection/safeguarding procedures. Key policies are held on the school website.

2.1.11. All members of staff are aware of any immediate/urgent action required to assist the child, e.g. emergency medical treatment, via individual healthcare plans [IHCPs] summarised on SIMS and reminders issued via Monthly Medical Memo which is emailed to all staff. The healthcare lead will ensure staff awareness of these IHCPs is updated and that medical concerns are circulated to staff in September and updated.

2.1.12. All staff are responsible for reporting concerns regarding a colleague's behaviour. *See Whistle-blowing Summary of this policy Section 9. This is reinforced in New Staff Induction and in whole staff Safeguarding refresher in September 2023. A copy of the school's Whistleblowing Policy is in the Staff Handbook issued every September.*

2.2. Our safeguarding procedures will be regularly reviewed and updated in light of the latest guidance

2.3. Governors will receive regular reports about numbers of Multi-agency referals (MASH), child protection referrals, allegations against school staff and other child protection/safeguarding matters via the designated governor.

2.4. Governors will receive a written annual report and mid-year report detailing safeguarding and child protection matters from that year. This will be written by the Designated Safeguarding Lead. Governor receive regular updates on safeguarding via the staff bulletin and via governors meetings where it is a standing item on agendas.

2.5. The designated governor will complete a whole school safeguarding audit annually.

2.6. The Anti-bullying Policy, Health and Safety Policy, Weapons Related Incident Policy, Attendance Policy, Medical Policy and E-safety Policy are held separately to the Safeguarding Policy but assumed to be an integral part of safeguarding in Charles Darwin School.

3. Responsibilities

3.1. The designated teacher is responsible for:

3.1.1. Providing support to staff to carry out their safeguarding duties.

3.1.2. To provide regular safeguarding training for all staff and specific lead staff when required.

3.1.3. From 2023 the DSL must take responsibility for understanding the filtering and monitoring systems and processes in place across the school (para 103 Part 2 KCSIE 2023).

3.1.4. Adhering to the London Child Protection Procedures fifth edition 2017, Bromley Safeguarding Children Board and School/College policies with regard to referring a child if there are concerns about possible abuse.

3.1.5. Support staff who are involved in referrals to local authority children's social care.

3.1.6. Keeping records of concerns about a child even if there is no need to make an immediate referral. This may be via MyConcern, a safeguarding referral and tracking portal used by the school since January 2020.

3.1.7. Ensuring that all such records are kept confidentiality and securely and are separate from pupil records. If kept electronically, this will be via MyConcern.

3.1.8. Ensuring that the following procedures are carried out for any pupil subject to a Child Protection Plan. On day one of any absence from school a trained member of staff will telephone the home. If there is no reply from the home and/or there are serious concerns for the child's wellbeing, Social Care and Education Welfare should be contacted. See London Child Protection Procedures 2017 Practice and Guidance Chapter 3 "Children missing form care, home and education".

3.1.9. Completing a written annual report on child protections and Safeguarding for the governing body in July each year. A mid-year report could also be provided for discussion.

3.1.10. Completing the Borough's Safeguarding audit required by the Local Authority each year as requested.

3.1.11. Completing a school Prevent risk assessment from 2016-2017 and updating if required thereafter.

3.1.12. Refer cases to the channel programme where there is a radicalisation concern as required following conversation with the Borough PREVENT Police:ChannelProject@met.pnn.police.uk [see 12.10.3].

3.1.13. Keeping the safeguarding and child protection policy up to date with new guidance and reviewing policy annually as a minimum.

4. Supporting Children

4.1. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

4.2. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

4.3. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.4. 'Victim' is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be describe in that way.

4.5. We accept the behaviour of a child who is a victim of abuse may range from that which is perceived to be 'normal' e.g.

- Difficulty concentrating and not performing as well in school
- Becoming withdrawn
- Mood or behaviour changes seen
- Tiredness
- Mental health needs
- Self-harming
- Risk taking behaviour
- Using drugs or alcohol

4.6. Our school will support all pupils by:

4.6.1. Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.

4.6.2. Promoting a caring, safe and positive environment within the school.

4.6.3. Having a clear reporting system in place where children know of a trusted adult that they can report concerns to including child on child abuse.

4.6.4. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.6.5. Notifying Children's Social Care if there is a significant concern.

4.6.6. Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupils' new school. A covering letter with a returns slip confirming receipt is requested and followed up.

4.7. Our school will complete a Vulnerable Children's Audit in the autumn term and update this throughout the year, to best identify those students most likely to need additional support in or out of school. This audit will also indicate those requiring first day calling via the attendance officer due to their vulnerability [4 and 5* pupils].

4.8. . All staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments7 under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

5. Safeguarding Issues

5.1. All staff should be aware of the range of safeguarding issues that can put children at risk of harm. Staff should know general indicators of abuse and neglect (see paragraph 4.5) but also for specific safeguarding issues as cited in KCSIE 2023. Staff should be vigilant as multiple issues may overlap with one another. The list below is not definitive but covers key areas that all staff should be familiar with:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) P.13 paragraph 36-49. (See further details in this policy below (paragraph 5.2)
- Child on Child abuse p12-13 and Part Five 'Child on Child Sexual Violence and Sexual Harassment'. (See p14 of this Policy for further details)
- Domestic Abuse P14
- Female Genital Mutilation P14
- Mental Health P15
- Serious Violence P15

<u>Appendix 8 KCSIE Annex contains important information about specific forms of abuse and safeguarding issues. All staff who work directly with children should read KCSIE Annex B at the end of this policy.</u>

5.2. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).
Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants

and /or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or threat of.

5.3. Child Criminal Exploitation (CCE).

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

5.4. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Further information about CSE including definitions and indicators is included in Annex B of KCSIE 2022 (Issued to all staff in September). Indicators include where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional wellbeing
- misuse drugs and alcohol
- go missing for regular periods or regularly come home late
- regularly miss school
- have older boyfriends or girlfriends
- suffer from STI's display sexual behaviours beyond expected sexual development or become pregnant

See Appendix 6 for a CSE warning signs mnemonic poster.

6. Confidentiality

6.1. We recognise that all matters relating to Child Protection are confidential.
6.2. The Head Teacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.
6.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
6.4. All staff must be aware that they cannot promise a child to keep secrets.
6.5. Any paperwork relating to Child Protection will be kept securely in a locked cabinet. A log book will identify when the cabinet is opened and by whom.
6.6. Any confidential information stored electronically is double password-protected.
6.7. Internal sharing of confidential information on a child where there are safeguarding concerns will be done via MyConcern from January 2020. This is a recognised safeguarding software which will securely log and track concerns.

7. Supporting Staff

7.1. We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
7.2. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

8. Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors (See Part 4 KCSIE 2023)

8.1. **Allegations that may meet the harm threshold (KCSIE 2023 P87)** - We understand that a pupil may make an allegation against a member of staff.
8.2. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher.
8.3. The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer 2020 – Gemma Taylor – 020 8461 7669/Mob: 07850 921 631; LADO@bromley.gov.uk
8.4. If the allegation made to a member of staff concerns the Head Teacher, the designated safeguarding lead should be informed who will immediately inform the Chair of Governors and they will then discuss the allegation with the Local Authority Designated Officer.
8.5. The school will follow both the latest London Child Protection Procedure Guidance and Bromley's Safeguarding Children Boards' protocols for managing allegations. Circular 095/07, Safeguarding Children and Safer Recruitment in Education (Chapter 5) and the London Child Protection Procedures Part A, March 2017. See Appendix 1 of this policy for Allegations/Concerns against Staff or Volunteers Core Procedures Section 7.
8.6. A clear and comprehensive summary of all allegations, follow-up and resolution, action taken and decisions reached, is kept in the confidential personnel file of the member of staff that the allegations is against. Any malicious allegations will not be stored in this way.

8.7. The Headteacher will refer cases where a person is dismissed or leaves due to risk/harm to a child to the Disclosure and Barring Service as required in Keeping Children Safe in Education.

8.8. Whilst schools and colleges are not the employer of supply teachers, they should ensure that allegations are dealt with properly (KCSIE 2023). In no circumstances will CDS decide to cease to use a supply teacher due to safeguarding concerns without investigation and liaising with the LADO

8.9. The school may receive an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children e.g. community groups, service that provides extra-curricular activities. As with any safeguarding allegation, the school will follow the same safeguarding policies and procedures, including informing the LADO if appropriate.

8.10. If an allegation is made against a governor, the school will follow our own safeguarding procedure. If substantiated, we will follow our procedures to consider removing them from office.

8.11. **Concerns that do not meet the harm threshold (KCSIE 2023 P100**)

- The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that: is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

  - being over friendly with children
  - having favourites
  - taking photographs of children on their mobile phone, contrary to school policy
  - engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating pupils.

- Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.
- Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.
- It is crucial that all low-level concerns are shared responsibly with the DSL, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

9. Whistleblowing

9.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

9.2. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues (Including supply staff and volunteers)

9.3. Concerns about another staff member who may pose a risk of harm to children should be referred to the Headteacher; where there are concerns about the Headteacher, this should be referred to the Chair of Governors (KCSIE 2023). For the purpose of this Policy, this is Helen Hartley (see P3 of this Policy for contact details)

9.4. All staff will receive the school's Whistleblowing Policy in September via the staff Information Handbook..

9.5. Further details can also be found in KCSIE 2023 Part 4: allegations of abuse made against teachers and other staff, including supply teachers and volunteers (p. 87 onwards).

10. Physical Intervention

10.1. Our policy on physical intervention by staff acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be minimal force necessary to prevent injury to another person or themselves.

10.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under the child protection or disciplinary procedures.

11. Bullying

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

11.2. The school recognises that child on child abuse can take many forms, e.g. cyber-bullying, prejudiced based and discriminatory bullying, sexual violence or harassment, physical abuse, sending nude or semi-nude images or videos and initiating/hazing type violence and rituals and Upskirting (a criminal offence from 2019). See Section 16 of this Policy

11.3. The school will strive to achieve the Bullying Intervention Group (BIG) Award to identify its commitment to tackle and reduce any incidents of bullying in the school and create an Anti-bullying charter in consultation with parents and children.

11.4. Any incidents of bullying are logged in the school's shared area and reviewed by the pastoral team. Three year trends are reviewed by the pastoral team.

12. Racist Incidents

12.1. Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

12.2. Any incidents of racism are logged in the school's Racist log and three year trends are reviewed by the pastoral team.

13. Radicalisation and extremism

13.1. Since the Education and Inspections Act 2006 schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory

duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism.

13.2. Safeguarding children from all risks of harm is an important part of Charles Darwin School's work and protecting them from extremism is one aspect of that.

13.3. At Charles Darwin School, we ensure that through our school's ethos, we promote tolerance and respect for all cultures, faiths and lifestyles. We ensure that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.

13.4. We have a duty to prepare our pupils for life in modern Britain and to keep them safe.

13.5. Everyone at Charles Darwin School has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

13.6. Statutory Duties

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

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education
- Prevent Duty Guidance
- Working Together to Safeguard Children

13.7. Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: DfE
- Departmental advice for maintained schools 2014

13.8. Definitions

13.8.1. Extremism was defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

13.8.2. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

13.8.3. British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

13.9. It is the role of the Safeguarding Lead, Headteacher and Governing Body to ensure that the college meets its statutory duties with regard to preventing radicalisation.

13.10. Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

13.10.1. ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. PREVENT training is compulsory for all teaching staff, admin staff and the site team to complete as part of their induction training.

13.10.2. receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation

13.10.3. make referrals to appropriate agencies with regard to concerns about radicalisation to contact the Bromley PREVENT Police:ChannelProject@met.pnn.police.uk to discuss any concerns

13.10.4. liaise with partners, including the local authority and the police

13.10.5. complete a school PREVENT Risk assessment.

13.10.6. Aim to meet digital and technology standards across the school in 2023/24

13.11. Role of staff

It is the role of staff to understand the issues of radicalisation, that they are able to

recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

13.12. Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the School's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

13.13. Internet Safety

All staff should have an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring. The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at Charles Darwin School block inappropriate content, including extremist content. We use two firewalls to protect incoming and outgoing content – Smoothwall [firewall and web content filtering software] and Web 2.0 plus Mail Protect hosted by Atomwide]. Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff. We are aware that children and young people have access to unfiltered internet when using their mobile phones; staff are alert to the need for vigilance when pupils are using their phones.

13.14. Staff Training

Relevant staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This training is completed as PREVENT training wither face-to-face or online. This information also forms part of annual safeguarding reminders in September, including that to new staff as part of their Induction. See appendix 2 for signs of vulnerability to radicalisation and extremism.

13.15. Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival and are given information about what to do if they are concerned about any aspect of child welfare. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. The Safeguarding and Safety Information for Visitors leaflet will be signed for on arrival at the school from September 2016 and be updated annually as a minimum.

13.16. Referral Process

Staff and visitors to the school must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

13.17. *The Prevent duty, Departmental advice for schools and childcare providers, June 2015* explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

14. Online Safety including Filtering and Monitoring (paragraph 14 KCSIE 2023)

14.1. Our policy on E-safety is set out in a separate policy and acknowledges the importance of pupils staying safe on-line and via mobile phone apps. All staff must remain aware that technology is a significant component in many wellbeing and safeguarding issues.

14.2. Governors should ensure that pupils are taught about safeguarding, including on-line safety.

14.3. The curriculum in Year 7 and 8 teaches pupils, in IT lessons about how to stay safe on-line and the dangers of sending nude/semi-nude images and/or videos. (youth produced sexual imagery) etc.

14.4. Further opportunities to teach safeguarding will include covering relevant issues for the school through Relationships and Sex Education and Health Education, compulsory from September 2021. Charles Darwin School has introduced this in a phased approach via the new Personal Development curriculum in Year 7-9, through the Tutorial and Assembly Programme in Year 7-13 and through specific subject content.

14.5. An E-safety lead on SLT will be appointed. For 2023-24 this will be Jon Simpson, Assistant Headteacher. He will be expected to lead on the promotion of online safety across the school, via assemblies, tutorial work, displays and annual parental presentation to new Year 7s in July each year. The Personal Development Leads 2023-24 are Louise Rees (DHT and DSL) and Rob Jones (AHT)

14.6. New Year 7 parents have been invited to an e-safety awareness presentation from July 2015 prior to their son/daughter starting at the school. [Attendance at this presentation is expected.]

14.7. Parents will be given regular online safety updates via the Link (school newsletter) when relevant.

14.8. The school website (safeguarding section) will have a link for all users to immediately report inappropriate use of the internet [CEOP]. This is a requirement of good practice in all Kent schools and has been adopted by Charles Darwin School.

14.9. Regarding remote education, we understand that it is important parents and carers need to be aware of what their children are being asked to do online. It will be made clear the sites children may need to visit and who they will be interacting with online.

15. Prevention

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

15.2. We recognise that preventative education is most effective as a whole school approach that prepares pupils for life in modern Britain and aim to create zero tolerance for sexism, misogyny, misandry, homophobia, biphobic and sexual violence, harrassment.

15.3. The school community will therefore:

15.3.1. Have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life

15.3.2. Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

15.3.3. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

15.3.4. Include in the curriculum opportunities for Personal Development education which equip children with the skills they need to stay healthy and safe from harm and to know to whom they should turn to for help. This will be evidenced in the

RSHE lessons in the Year 7-9 timetable or via the PSHE tutorial programme and assemblies Year 7-13.

15.3.5. This RSE programme will aim to include the following:

• healthy and respectful relationships
• boundaries and consent
• stereotyping, prejudice and equality
• body confidence and self-esteem
• how to recognise an abusive relationship, including coercive and controlling behaviour
• the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
• what constitutes sexual harassment and sexual violence and why these are always unacceptable.

15.4. All staff should have an understanding of their expectations, roles and responsibilities around filtering and monitoring for online safety.

15.5. From September 2012, all staff and Governors are required to wear a staff/governor lanyard, identifying to children that they are a member of staff. This was introduced for the Sixth Form students in 2014; appropriate use of the gate fob is part of the Sixth Form contract.

15.6. The school gates at reception will be closed by 8.45am every day and re-opened at 2.55pm to prevent free access onto the school site. Gate will again be closed at 6.00pm for the safety of staff on site in the evening.

15.7. The school's personal development offer will constantly be reviewed to ensure that visiting speakers for assemblies and revised tutor programmes from internal or external sources, keep pupil support from risk as relevant and up to date with need as possible.

15.8. The school will continue to engage parents/carers with online safety through the school newsletter and face to face presentations.

16. Child on Child Abuse (KCSIE 20223page12-13 – formerly known as Peer on Peer abuse)

16.1. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually 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.

16.2. 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 peers;
- 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, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); For further information about sexual violence see Annex B.

- sexual harassment, 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 nudes and semi nudes images and or videos13 (also known as sexting or youth produced sexual imagery);
- upskirting, 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).

16.3. All staff should be clear as to the school's or college's policy and procedures with regards 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.

16.4. The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex inside or outside of school or online. It can also occur through a group of children sexually assaulting or sexually harassing a single children or a group of children.

16.5. The school recognises that <u>all</u> victims should be taken seriously and that some groups are more at risk, namely children with SEN and LGBT + children.

16.6. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

16.7. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concers with members of staff.

16.8. Challenge and report online sexual harassment if they become aware that it has occurred. This may include online through:

- Non-consensual sharing of indecent nude and semi-nude images and/or videos especially around chat groups.
- Unwanted sexual 'jokes', comments and message including on social media.
- Sharing of abusive images or pornography to those who do not want to receive such content.
- Abusive, harassing and misogynistic messages.

16.9. Recognising signs that indicate a child may be at risk from or involved in serious crimes. They should know the associated risks involved and measures in place to manage these [included in Part 1 KCSIE 2023, page 15]. Staff should be aware of indicators that may signal that children are at risk from, or are involved with, serious violent crime, including:

- Unexplained gifts/new possessions. These can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- Increased absence from school.
- Change in friendships/relationships with others/groups.
- Significant decline in performance.

- Signs of self-harm/significant changes in wellbeing.
- Signs of assault/unexplained injuries.

All staff should be aware of associated risks from involvement with serious crime and measures in place to manage them.

16.10. If staff have a concern or a child makes a report to them, if they are in doubt as to what to do they should speak to the Achievement Coordinator who in turn will liaise with the Designated Safeguarding Lead or Deputy.

16.11. **Staff should recognise child on child abuse may be taking place even if not reported.**

17. Health and Safety

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

17.2. The school's Health Lead (based in Student Services) has responsibility for overseeing pupil's health needs as the Lead First Aider in school. They liaise closely with Achievement Coordinators, Pastoral Managers and Designated Safeguarding Lead where appropriate regarding student wellbeing.

18. Safer Recruitment

18.1. The school will implement their responsibilities for safer recruitment strategies as recommended in Keeping Children Safe in Education, Part three

18.2. This will include appropriate training for Head Teachers/Deputies/Governors and others who recruit and select staff and volunteers. These staff will attend the NCSL Safer Recruitment training.

18.3. As part of the Safer Recruitment process all staff being offered positions within the school should have their offers made subject to an enhanced Disclosure and Barring Service [DBS] [formerly CRB] check.

18.4. The school follows the advice of Bromley Safeguarding Children Board and renews DBS documents every three years.

18.5. The Single central record of these checks will be held by the Personnel & Administration Manager (2023: Julie Hodgkinson) and checked and signed by the Chair of Governors and Designated Governor for Child Protection and Safeguarding twice annually. This record will include all staff, including teacher trainees on salaried routes, agency and third party supply staff, even if they work for one day.

18.6. As part of the shortlisting process, the school will ensure two people complete this process with at least one of these one the interview panel.

18.7. In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview. As good practice, the school will notify shortlisted candidates, that this online search will be completed.

19. Information Sharing

19.1. The school recognises that information sharing is essential for effective safeguarding and promoting the welfare of children and young people.

19.2. The school is guided by the HM Government advice which was produced in July 2018 to support practitioners in the decisions they take to share information, reducing the risk of harm to children and young people and promotes their well-being.

19.3. The school's working practice has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

19.4. Practitioners will use their judgement when making decisions about what information to share and consult their line manager or DSL if in doubt.

19.5. The following principles will be used when making decisions to share information to support the safeguarding and protection of a child (P9 and 10 Information Sharing July 2018):

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Recorded

19.6. See Appendix 7 Flowchart of when and how to share information (P2 Information Sharing: Advice for practitioners providing safeguarding services to children July 2018).

20. Multi-Agency Working

20.1. The school will continue to work closely with relevant external agencies in the interest of the child and family. Schools have a pivotal role to play in multi-agency safeguarding arrangements.

20.2. If Charles Darwin School is named as a relevant agency under published arrangements of our local Safeguarding partners, we will comply with these local arrangements to work alongside social care, the police, health and other services.

20.3. The Governing body will ensure that Charles Darwin School contributes to multi agency working in line with statutory guidance – Working Together to Safeguard Children 2018 (updated February 2019).

Reviewed for approval by the full Governors in September 2023

Section 2: Guidance for Staff

1. Identifying abuse and taking action: Listening to Children

1.1. Experience, and consultation with children, shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, know who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

1.2. Children also want to know that they will be listened to and their concerns will be taken seriously, so all staff should seek to demonstrate to children that they provide them with a safe environment where it is okay to talk.

1.3. Any member of staff, teaching or non-teaching, who is approached by a child wanting to talk should listen positively and reassure the child. They should record the discussion with the pupils as soon as possible and take action in accordance with the school's child protection procedures.

1.4. The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a pupil makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the note.

1.5. Staff must also be aware that:

- it is not the responsibility of teachers or other staff in school to investigate suspected cases of abuse;
- they should not take any action beyond that agreed in the school procedures which are in line with Bromley and London Child Protection Procedures 2015; and with Keeping Children Safe in Education 2022;
- they cannot promise a child complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff should refer to the child sexual exploitation warning signs mnemonic poster [appendix 8 of this policy] [Bromley June 2017].

Identifying Abuse: Categories and Definitions (taken from *What to do if you're worried a child is being abused 2015* and Keeping Children Safe in Education 2023.

1.6. Physical Abuse
May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child and includes a parent feigning symptoms of or deliberately causing ill health to a child who they are looking after. Female genital mutilation (FGM) constitutes child abuse.

1.7. Emotional Abuse
Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children

frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

1.8. Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

1.9. Neglect

Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm, or the failure to ensure access to appropriate medical care or treatment. It may include neglect of, or unresponsiveness to, a child's basic emotional needs. It may occur during pregnancy e.g. as a result of maternal substance abuse.

2. Recognising Concerns

2.1. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Through their day-to-day contact with individual children, teachers and other staff in the education service are particularly well placed to observe and should be alert to, outward signs of abuse, changes in behaviour or failure to develop.

2.2. Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition, and of emotional abuse, such as excessive dependence or attention-seeking, may be noticeable. Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity or withdrawal.

2.3. Harm can include ill treatment that is not physical as well as witnessing the ill treatment of others, e.g. the impact of all forms of domestic abuse (DA) on children (KCSIE).

2.4. Self-harm, either through substance misuse, physical self-harm, or by threats of suicide or other self-harming gestures, including serious eating disorders, may be another indicator of abuse, although there are often other reasons for such extreme behaviour.

2.5. It is important to note that these signs and others can do no more than give rise to suspicion – they are not in themselves proof that abuse has occurred. However, <u>All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such drug taking, alcohol misuse, missing education and consensual and non-consensual sharing of nude or semi-nude images/videos can be signs that children are at risk.</u>

2.6. Any concerns about a child's welfare should be brought to the attention of the designated safeguard lead (or deputy) and then, where appropriate, shared with the statutory agencies and designated professionals responsible for child protection by the designated safeguarding lead (or deputy)..

3. Action to be taken by school staff

3.1. Immediate Action

3.1.1. The first priority for any member of staff receiving a concern/allegation is to establish whether any child is in need of medical attention and/or protection.

3.1.2. If urgent action is required, medical assistance should be obtained by the first aider on duty.

3.2. Action by Person Initially Identifying/Receiving a Concern

3.2.1. Where a concern is reported to or identified by a member of staff, the first priority is to establish whether the child is in need of medical attention and/or protection.

3.2.2. Any member of staff receiving details of a concern **should**:

- Act with tact and sympathy
- Listen and treat the concern seriously
- Communicate as appropriate to the age, understanding, language preference and any communication difficulties of the child/person reporting (specialist help may be needed)
- Avoid leading questions
- Keep an open mind

3.2.3. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.

3.2.4. The person receiving the concern **should not**

- interrupt the child/person reporting when he/she is recalling significant events;
- make assumptions or interpretations;
- make suggestions or offer alternative explanations. This could be construed as 'coaching';
- use leading questions e.g. "Did they do …….. to you?". Open questions should only be used e.g. "What happened?";
- attempt to investigate any suspicion of abuse. Only sufficient information should be sought to clarify whether a concern should be referred to social services and/or police, or dealt with internally.

3.2.5. The person receiving a concern should:

- record in writing the information (if applicable, in child's own words), including times, dates, place of incident(s), persons present and what was said
- sign and date the written record
- add concern to MyConcern, the school's web based safeguarding referral system for internal concerns
- report the matter to the DSL or deputy: Louise Rees (DSL); Julie Gater (DDSL); Jo Haywood (DDSL) or Rebecca Kearney (DDSL).

3.2.6. Staff should be aware that the notes they make may be disclosable in any subsequent prosecution. Staff may also be called to give evidence in court proceedings and may be asked to refer to their notes.

3.2.7. The child or other person reporting the concern should not be promised confidentiality, but reassured that the information will only be passed to those who 'need to know'.

3.2.8. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have an EHCP)
- has mental health needs
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, association with organised crime groups or county lines
- is frequently missing/goes missing from care or home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison or is affected by parental offending
- is in family circumstance where drug or alcohol misuse, adult mental health or domestic abuse are evident
- is lesbian, gay, bi or trans (LGBT +)
- is misusing drugs or alcohol themselves
- has returned home to family from care
- is at risk of FGM or forced marriage i.e. 'honor' based abuse
- is privately fostered
- is a Persistent Absentee from school (inc part day).

4. Initial Action by the Designated Safeguarding Lead

4.1. The designated person or deputy DSL should:

- obtain written details, signed and dated, from the person who initially identified or received the concern (not from the child/person reporting the concern) and signed and dated by that person
- record any information about times, dates and location of incident(s) and details of any potential witnesses.

4.2. No attempt should be made to investigate the matter as inappropriate questioning could jeopardise a child protection or criminal investigation and cause distress to the child.

5. Initial Consideration of Concern

5.1. The member of staff identifying or receiving the concern and the designated person, should discuss the concern and available information in order for the designated person to decide on the most appropriate course of action. If there is any doubt about the action to be taken, the designated person will seek advice from the LEA lead officer, duty team manager of the Social Care Referral and Assessment Team or police as appropriate.

5.2. The designated person will keep a record of all information collected and any subsequent decisions and action taken, including details of any persons involved in those decisions/actions.

5.3. A concerns form pro-forma is available in Appendix 6 of this policy if the DSL or deputies wish to use this to record concerns.

6. Outcome of Initial Consideration

6.1. The possible outcomes of this initial consideration are:

6.1.1. Significant Harm
If it is considered that a pupil has suffered or is at risk of significant harm, the DSL (or deputy) should make an immediate referral to Children's Social Care.

6.1.2. Criminal Offence
If the alleged concern might constitute a criminal offence, the designated person should make an immediate referral to social services.

6.1.3. Child in Need
If a child is considered to be in need of help, a referral should be made to the appropriate person/organisation e.g. educational psychologist, social services or a CAF is completed in order to work with the family to engage outside professionals to work with the child.

6.1.4. No further action
If, after discussion with the member of staff reporting the concern, the designated person decides that no further action is required, he/she should make a record of the reasons for this decision. A CAF may be considered if further concerns are raised of the same level.

6.1.5. See Appendix 3(i) for a flow chart summary of dealing with child protection concerns and 3(ii) when that concern is specific to Female Genital Mutilation (FGM) (SEE WEBSITE)

6.1.6. See Appendix 4 for the Assessment Framework that will be used when assessing need taken from *Working together to safeguard children 2018*.

6.1.7. See Appendix 6 for concern forms that could be used by the DSL (or deputy) when recording an initial concern. This can be scanned then attached to MyConcern as evidence.

7. Record Keeping

7.1. A hard copy of some historic Child protection records (e.g. referrals, conference minutes/reports) are kept securely and separately form a child's educational records. These are exempted from the list of records which are available for examination by parents or children unless subject to a Court order. A label is placed on the file of any child who is or has been on a child protection plan to indicate that further records are available on the child in the event of any concerns and in order to ensure a consistent level of pastoral care for such students. More recently, electronic copies of these records have been held on MyConcern (since Jan 2019)

7.2. The recording system via MyConcern is regularly maintained by the DSL or Deputy DSL . When a child moves to a new school these records will be sent ELCTRONICALLY or under separate cover as recorded delivery to the appropriate designated person. These records will be requested of the designated person to a previous school by the Admissions Officer [2021: Debbie Paterson].

8. Common Assessment Framework/Multi Agency Rerferal

8.1. These are designated as an assessment tool to facilitate early intervention and co-operation between agencies to improve outcomes for children/young people with additional needs.

8.2. You might use a CAF/Multi-agency referal:

- if you are concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing;
- you receive a request from the child/young person or parent/carer for more support;
- you are concerned about the child/young person's appearance or behaviour, but their needs are unclear or are broader than your service can address.
- Each borough has their own method for early intervention. The school should be aware of which referral method should be used for each child based on their home borough.

9. Training in Safeguarding and Child Protection

9.1. The Designated Safeguarding Lead will enable regular safeguarding training for staff which is integrated, aligned and considered as part of the whole school safeguarding approach.

9.2. The designated and deputy designated safeguarding leads will complete Level 4/5 training in safeguarding and Child Protection every two years.

9.3. The other deputy Head and all Achievement co-ordinators, the SENCo, Pastoral Managers, Student Isolation Room Manager, Student Services Office Manager and Assistant (Family and Health) will all complete Level 3 training in Safeguarding and Child Protection every three years.

9.4. All teaching staff, the Site Team and groundsmen and administrative staff all complete Level 1 training every three years, and receive regular updates via staff bulletin, INSET days or staff briefing announcements.

9.5. Senior Mental Health Leads will complete updates and relevant training refreshers as requested.

9.6. If any required training is felt necessary during the academic year for any members of the pastoral or teaching staff, this should be promoted and offered via the DSL or deputy

9.7. A log of training is kept and updated. This is held in the admin office by Mrs Jo Stephens

9.8. The annual report to governors should include staff training on safeguarding and child protection completed by staff that year.

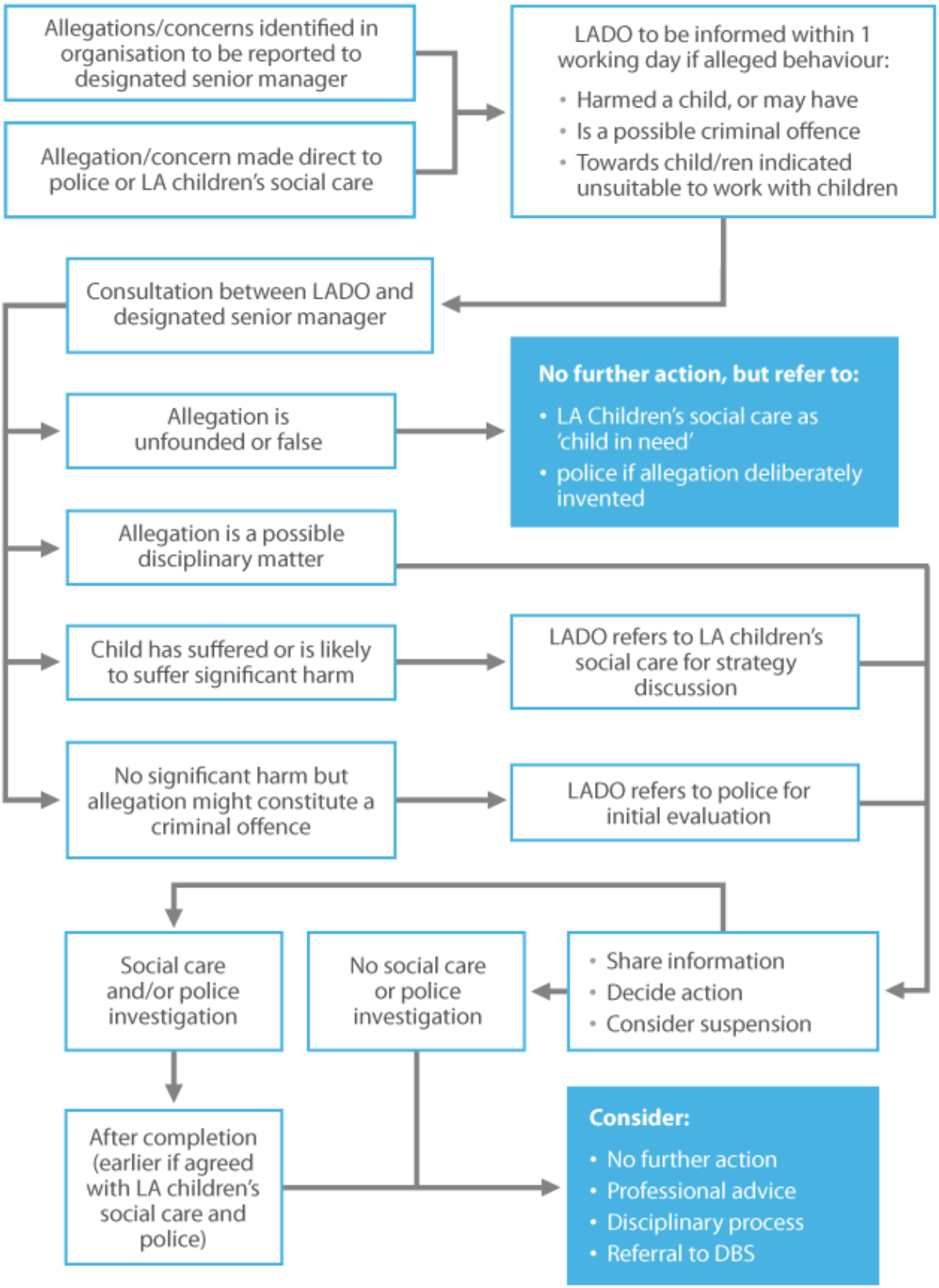
9.9. The school will continue to strive for an outstanding provision of safeguarding across the school, meeting and going beyond requirements.

9.10. Appendix 5 has a list of useful websites related to the content of this policy. Annex B KCSIE 2023 (Appendix 8) has a detailed list of useful websites related to the content of this policy.

Reviewed for approval by the Governing Body in September 2022

APPENDIX 1

Allegations / Concerns Against Staff
Child Protection Process



APPENDIX 2

Signs of vulnerability to radicalisation and extremism

Signs of vulnerability to radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

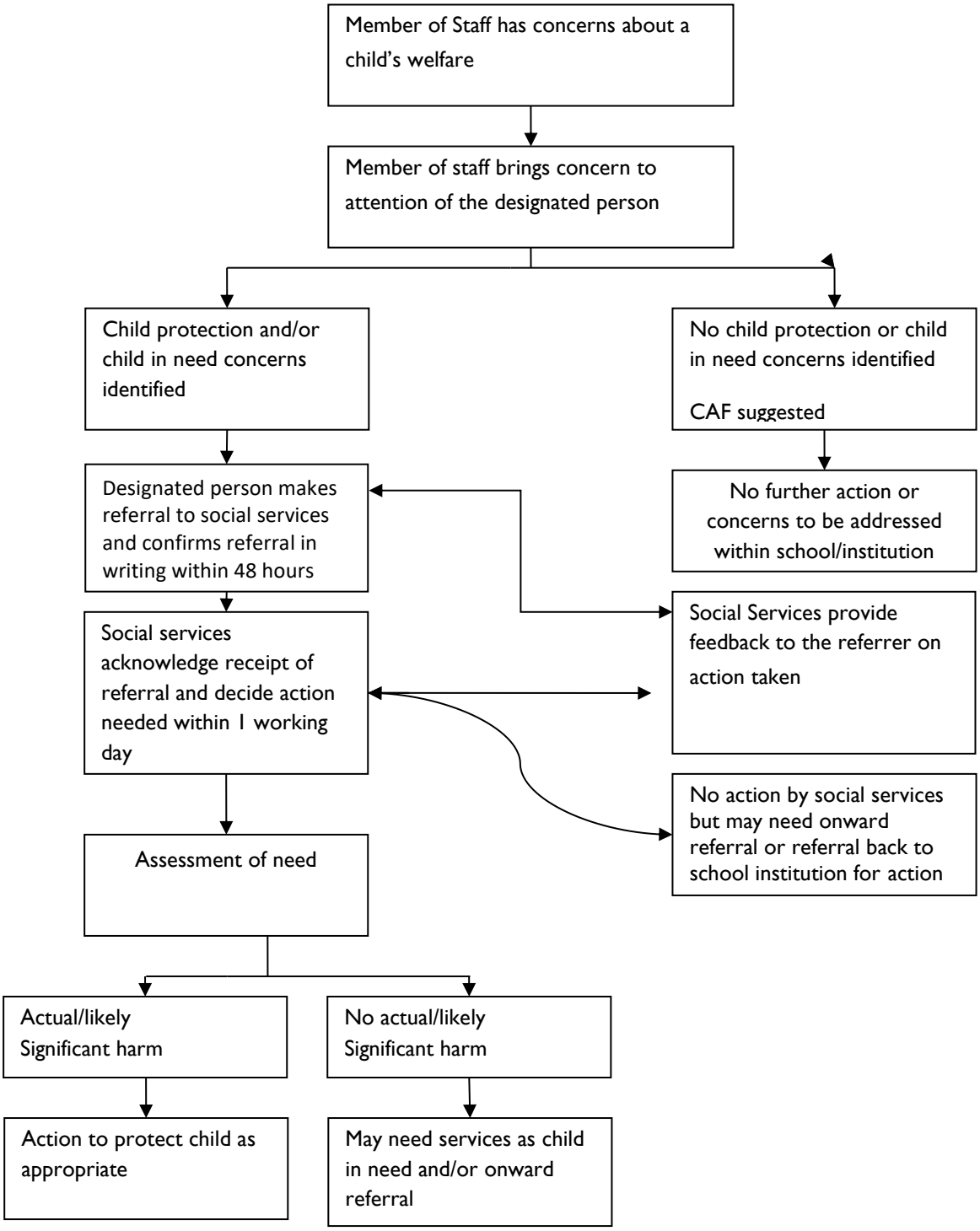
Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

APPENDIX 3(i)

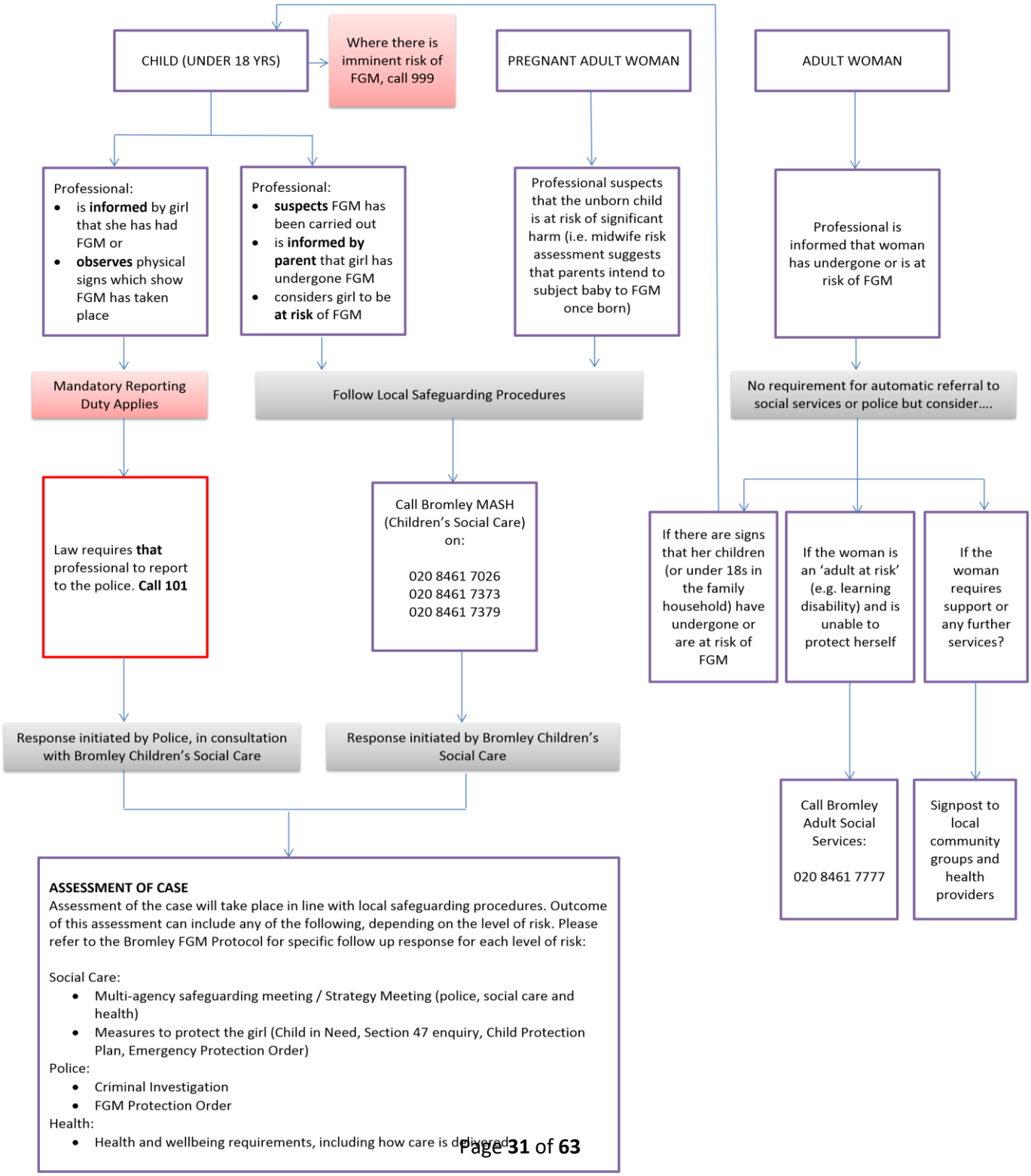
Flow Chart for Dealing with Child Welfare Concerns


Member of Staff has concerns about a child's welfare
Member of staff brings concern to attention of the designated person
Child protection and/or child in need concerns identified
No child protection or child in need concerns identified
CAF suggested
Designated person makes referral to social services and confirms referral in writing within 48 hours
No further action or concerns to be addressed within school/institution
Social services acknowledge receipt of referral and decide action needed within 1 working day
Social Services provide feedback to the referrer on action taken
No action by social services but may need onward referral or referral back to school institution for action
Assessment of need
Actual/likely Significant harm
No actual/likely Significant harm
Action to protect child as appropriate
May need services as child in need and/or onward referral

Bromley Multi-Agency Referral Pathway
FGM

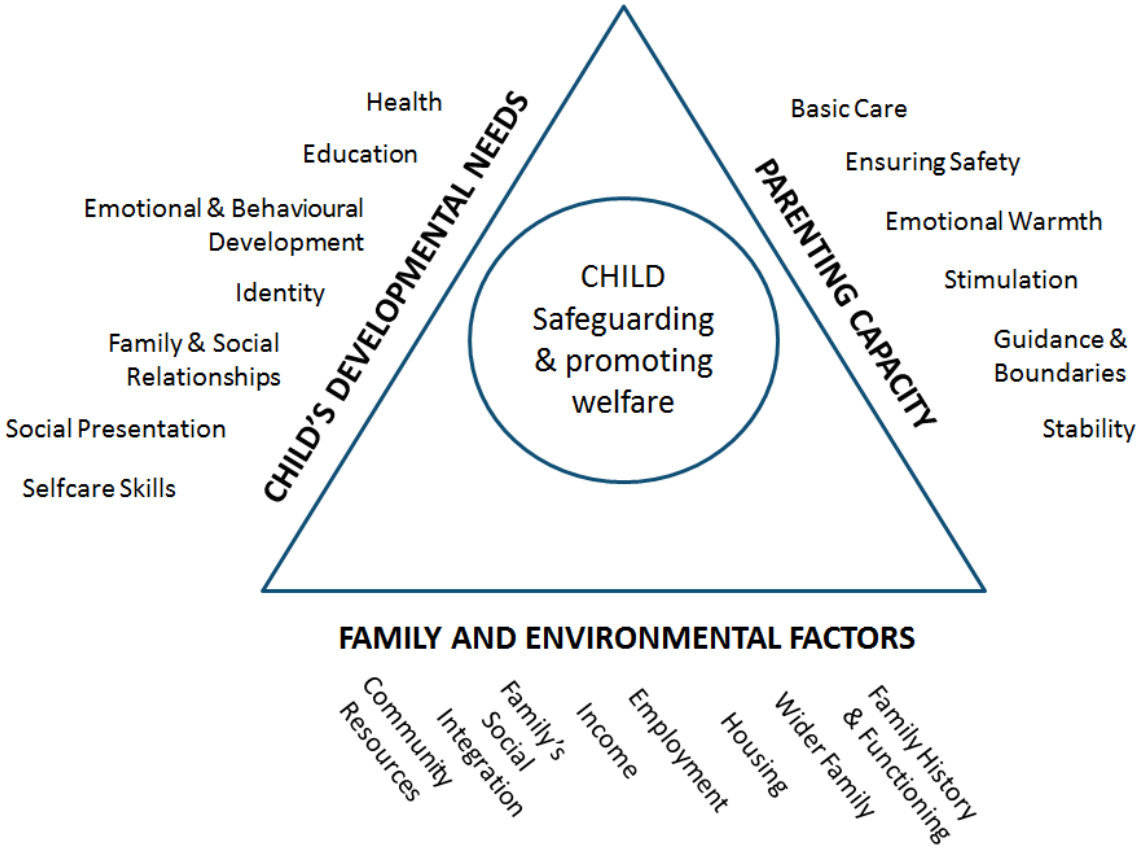
Bromley Safeguarding Adults Board

This referral pathway can be used by all professionals including schools, health, local authority and voluntary sector



APPENDIX 4

The Assessment Framework



From Working together to safeguard children, a guide to inter-agency working to safeguard and promote the welfare of children March 2015

APPENDIX 5

BROMLEY SAFEGUARDING CHILDREN BOARD

Concerns Form

Child's Name: _____

Class: _____

Date of concern: _____

Details of concern:

Signed: _____

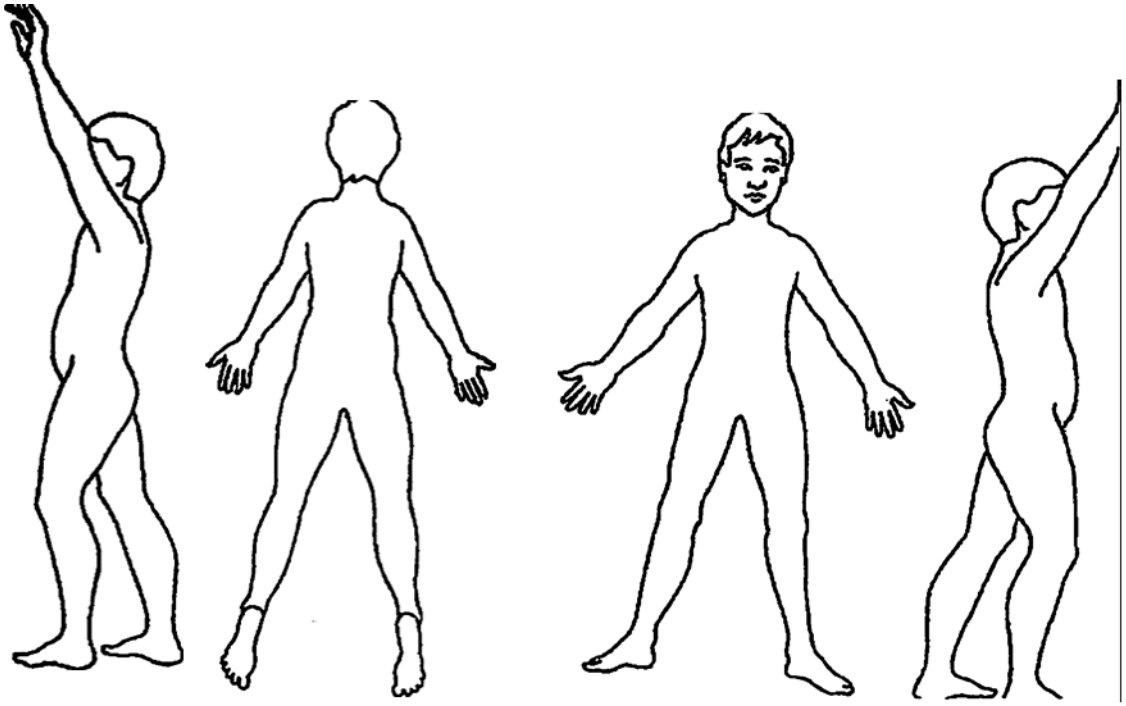
Position: _____

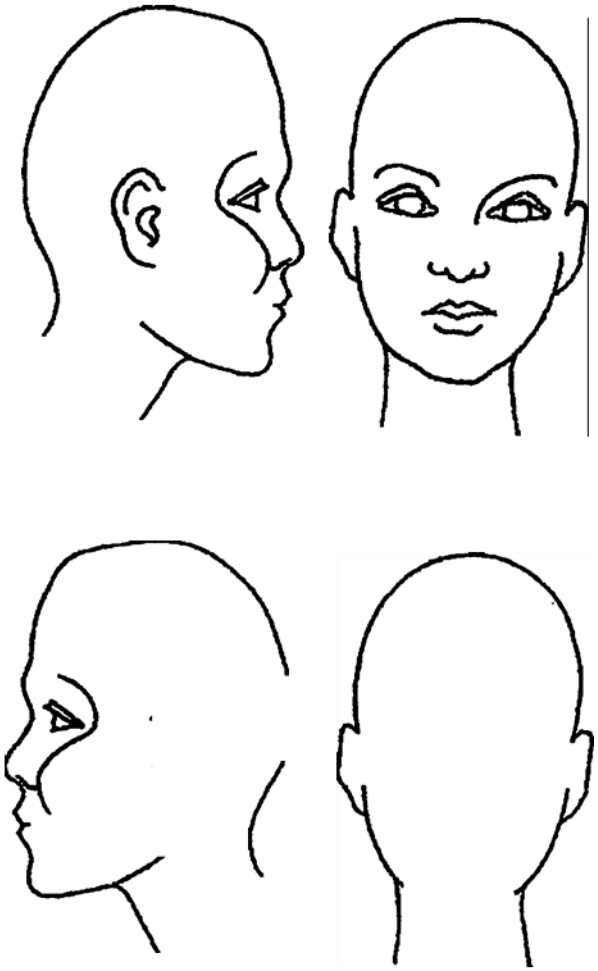
Date: _____

Action taken:

Reported/referred to: _____

Date:





Name of child: _____

Date of Birth: _____

Description of injury - size, shape, colour and type of injury:

_____

_____

Date marks/injury observed: _____

Name of person completing this form: _____

Date: _____

Action: _____

_____

Bromley
THE LONDON BOROUGH
www.bromley.gov.uk

Child Sexual Exploitation Warning Signs - SAFEGUARD

Often, children and young people who are victims of sexual exploitation do not recognise that they are being abused. There are a number of warning signs that can indicate a child may be being groomed for sexual exploitation. To assist you in remembering and assessing these signs and behaviours, we have created the mnemonic - **SAFEGUARD**.

Sexual identity, wellbeing and choice

Sexually transmitted infections (particularly repeat infections); Pregnancy; terminations; changing or out of character sexual behaviour; exploring sexual relationships in an unsafe context or environment; unable to disclose sexual orientation and fearful of societal responses.

Absence, truancy and going missing

Truancy from school, including during the school day; missing from home or care, and repeat incidents; travelling outside borough/town when missing; unexplained absences.

Family and home

Sexual, physical, emotional abuse and neglect; risks of forced marriage or so called honour based violence; female genital mutilation; domestic violence; substance misuse; parental mental health concerns; bereavement; parental and sibling criminality; experiences of homelessness or sofa surfing; living in care or temporary accommodation; immigration status.

Emotional and physical health

Suicidal thoughts, plans and attempts; self-harm; low self-esteem/confidence/worth; learning difficulties; changing emotional wellbeing and signs of poor mental health; unexplained injuries and changes in physical appearance.

Gangs, Groups, Age Gaps and Crime

Involvement in gangs or gang affected family, peers or siblings; concerns of abusive peer groups; involvement with older individuals or groups, lacking friends in the same age groups; older 'boyfriends'; sudden changes in peer groups; bullying, both on and off line; friends of young people experiencing CSE.

Use of technology and sexual bullying

Sexting, both sending and receiving; being listed on social network pages in relation to sexual activity and, or named in videos; secretive use of the internet/phones/social networking sites; sudden behaviour changes when using the phone or internet; control via phone or internet; multiple or secretive social networking profiles.

Alcohol and substances

Reliance on and changing use of substances, both legal and illegal.

Receipt of unexplained gifts or money

Unexplained money, mobile phones; phone credit, items, clothes, money; new nails; travel in taxis; gifts where payment is required at a later date; worries about having debts

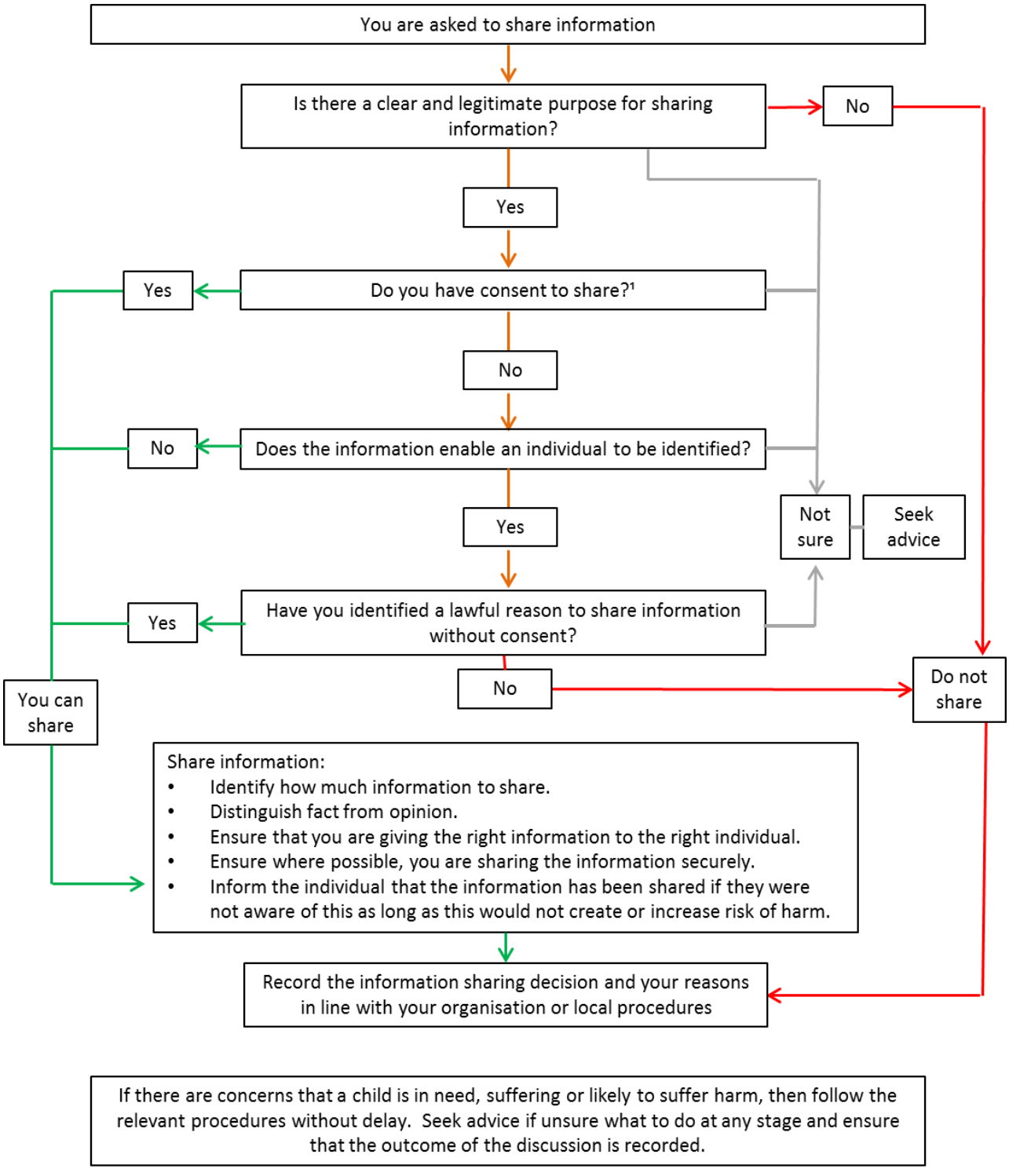
Distrust of authority figures

Resistance to communicating with parents, carers, teachers, social services, health, police and others.

SAFEGUARD Mnemonic taken from the **London Child Sexual Exploitation Operating Protocol, 3rd Edition (June 2017)**

APPENDIX 7

Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time

APPENDIX 8

Annex (KCSIE 2023) Further Information

Annex: Further information

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

As per Part one, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

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

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Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions

- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals

Children and the court system

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

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

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

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly, and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and

neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing from education procedures.

Children with family members in prison

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

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young

people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about

safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse | Safelives
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home: Operation Encompass (includes information for schools on the impact of domestic abuse on children)

Homelessness

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

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

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

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England[15] has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Every Mind Matters for links to all materials and lesson plans.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation

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

Extremism[16] is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation[17] refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism[18] is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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[15]Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged.
[16] As defined in the Government's Prevent Duty Guidance for England and Wales.
[17] As defined in the Government's Prevent Duty Guidance for England and Wales.
[18] As defined in the Terrorism Act 2000 (TACT 2000) http://www.legislation.gov.uk/ukpga/2000/11/contents

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard[19] to the need to prevent people from being drawn into terrorism".[20] This duty is known as the Prevent duty.

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

---

[19] According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.
[20] "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance.

Additional support

The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This

includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net).

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries

- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency

structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

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

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

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**[21] that requires a different approach (see below).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM

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[21] Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.[22] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Forced marriage

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

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

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[22] Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

Supporting practice in tackling child sexual abuse - CSA Centre Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

What to do if you're worried a child is being abused – DfE advice

Domestic abuse: Various Information/Guidance - Home Office (HO)

Faith based abuse: National Action Plan - DfE advice

Disrespect NoBody campaign - GOV.UK - Home Office website

Tackling Child Sexual Abuse Strategy – Home Office policy paper

Together we can stop child sexual abuse – HM Government campaign

Bullying

Preventing bullying including cyberbullying - DfE advice

Children missing from education, home or care

Children missing education - DfE statutory guidance

Child missing from home or care - DfE statutory guidance

Children and adults missing strategy - Home Office strategy

Children with family members in prison

National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

Trafficking: safeguarding children - DfE and Home Office guidance

Care of unaccompanied and trafficked children – DfE statutory guidance

Modern slavery: how to identify and support victims – HO statutory guidance

- Child exploitation disruption toolkit - HO statutory guidance
- County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Confidentiality

Gillick competency Fraser guidelines - Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

Drug strategy 2021 - Home Office strategy

Information and advice on drugs - Talk to Frank website

Drug and Alcohol education — teacher guidance & evidence review – PSHE Association

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

Female genital mutilation: information and resources- Home Office guidance

Female genital mutilation: multi agency statutory guidance - DfE, Department for Health, and Home Office

Forced marriage - Forced Marriage Unit (FMU) resources

Forced marriage - Government multi-agency practice guidelines and multi-agency statutory guidance

Forced marriage resource pack – HM Government guidance

Health and Well-being

Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England

Supporting pupils at schools with medical conditions - DfE statutory guidance

Mental health and behaviour in schools - DfE advice

Overview - Fabricated or induced illness - NHS advice

Homelessness

Homelessness code of guidance for local authorities – Department for Levelling Up, Housing and Communities guidance

Information Sharing

Government information sharing advice - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

Information Commissioner's Office: Data sharing information hub - Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety-advice

Childnet provide guidance for schools on cyberbullying

Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation

London Grid for Learning provides advice on all aspects of a school or college's online safety arrangements

NSPCC E-safety for schools provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

Safer recruitment consortium "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective

Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones

South West Grid for Learning provides advice on all aspects of a school or college's online safety arrangements

Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

Online Safety Audit Tool from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

Online safety guidance if you own or manage an online platform DCMS advice

A business guide for protecting children on your online platform DCMS advice

UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online

Online safety- Remote education, virtual lessons and live streaming

Guidance Get help with remote education resources and support for teachers and school leaders on educating pupils and students

Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely

London Grid for Learning guidance, including platform specific advice

National cyber security centre guidance on choosing, configuring and deploying video conferencing

UK Safer Internet Centre guidance on safe remote learning

Online Safety- Support for children

Childline for free and confidential advice

UK Safer Internet Centre to report and remove harmful online content

CEOP for advice on making a report about online abuse

Online safety- Parental support

Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents

Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

Internet Matters provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

How Can I Help My Child? Marie Collins Foundation – Sexual Abuse Online

Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation

London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

Stopitnow resource from The Lucy Faithfull Foundation can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online

Parentzone provides help for parents and carers on how to keep their children safe online

Talking to your child about online sexual harassment: A guide for parents – This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment

#Ask the awkward – Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

Private fostering

Private fostering: local authorities - DfE statutory guidance

Radicalisation

Prevent duty guidance- Home Office guidance

Prevent duty: additional advice for schools and childcare providers - DfE advice

Educate Against Hate website - DfE and Home Office advice

Prevent for FE and Training - Education and Training Foundation (ETF)

Extremism and Radicalisation Safeguarding Resources – Resources by London Grid for Learning

Serious Violence

Serious violence strategy - Home Office Strategy

Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office

Youth Endowment Fund – Home Office

Gangs and youth violence: for schools and colleges - Home Office advice

Tackling violence against women and girls strategy- Home Office strategy

Violence against women and girls: national statement of expectations for victims - Home Office guidance

Sexual violence and sexual harassment

Specialist Organisations

Barnardo's - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

Lucy Faithful Foundation - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

Marie Collins Foundation – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

NSPCC - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres.

UK Safer Internet Centre - Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

Rape Crisis (England & Wales) or The Survivors Trust for information, advice, and details of local specialist sexual violence organisations.

NICE guidance contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

HSB toolkit The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework- free and independent advice about HSB.

Contextual Safeguarding Network – Beyond Referrals (Schools) provides a school self-assessment toolkit and guidance for addressing HSB in schools.

Preventing harmful sexual behaviour in children - Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for Victims

Anti-Bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

Rape Crisis - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

The Survivors Trust- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

Victim Support - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

Childline provides free and confidential advice for children and young people.

Toolkits

ask AVA - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

NSPCC - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

NSPCC - Resources which help adults respond to children disclosing abuse.

NSPCC also provides free and independent advice about HSB: NSPCC - Harmful sexual behaviour framework

Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB.

Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.

Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.

Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

NSPCC - Harmful sexual behaviour framework an evidence-informed framework for children and young people displaying HSB.

Contextual Safeguarding Network – Beyond Referrals - Schools leavers for addressing HSB in schools.

Farrer & Co: Addressing child on child abuse: a resource for schools and colleges. This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes.

UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

NCA CEOP Thinkuknow: Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to support positive sexual behaviour.

Department
for Education

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