Child Protection and Safeguarding Policy

Prep School

2024/ 2025

Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Child Protection and Safeguarding Policy

Prep School including EYFS

Table of Contents

1. Introduction 8
2. Application and Scope 9
3. Designated Safeguarding Lead 10
4. Responsibilities and Duties of DSL (In accordance with Keeping Children Safe in Education: Annex C, 2024) 11
5. The Role of the Governing Body 15
6. *MyConcern* - Cloud based Safeguarding Software 16
7. Safeguarding Training and Induction 17
8. Responsibilities and Duties of Staff 17
9. Early Help 19
11. Specific Safeguarding issues 23

Child Missing Education (CME) and Children Absent from Education 23

Child Sexual Exploitation (CSE) 24

Child Criminal Exploitation (CCE) 25

County Lines (CL) 25

Children Who Go Missing from Home or Care 25

Violence Against Women and Girls (VAWG) 26

Honour Based Abuse (HBA) 26

Female Genital Mutilation (FGM) 26

Serious Youth Violence 27

Prevent - Radicalisation 27

Forms of Child-on-Child abuse 29

12. Child-on-child Abuse: Allegations involving one or more pupil(s) against another pupil: 30

Procedures to follow: allegation of child-on-child abuse 33

13. Bullying, Discrimination, Harassment and Victimisation 34
14. What to do if a pupil discloses/alleges abuse 35
15. Procedures for Staff to Report Concerns 36
16. Procedures for DSL following the report of abuse or concern 36
17. Support following a disclosure or a report of a concern 37
18. Record Keeping and Confidentiality 38
19. Whistle blowing 39
20. Safer recruitment: appointment and dismissal of Staff....39
21. Allegations against Staff....41
22. Positive Handling and Physical intervention....46
23. Curriculum....46
24. Health and Safety, Educational Visits and Additional Use of Premises 47
25. Photographing pupils....47
26. Children with SEN and Disabilities 48
28. Information and Communication Technology and Online Safety 49
29. Mental Health 52
31. Private Fostering Arrangements 53
33. Appendix A: Safeguarding Contacts....54
34. Human Rights Act, 1998 (Specification from 'Role of the Governing Body', section 5) 64
35. Appendix C: Types and indicators of abuse 66
36. Appendix D: Advice to Staff on Radicalisation....92
37. Appendix E: Flowchart of actions where there are concerns about a child 97
38. Appendix F: Safeguarding children from serious youth violence and knife crime 98
39. Appendix G: Table of substantive changes and updates 2024 105

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The contact details for Wandsworth Children's Services, the Safeguarding Governor and other key contacts are set out in Appendix A to this Policy.

Acronyms

ACPO - Association of Chief Police Officers

CAMHS - Children and Adolescent Mental Health Service

CCE - Child Criminal Exploitation

CL - County Lines

CSA- Child Sexual Abuse

CSE - Child Sexual Exploitation

DBS - Disclosure and Barring Service

DDSL - Deputy Designated Safeguarding Lead

DfE - Department for Education

DoS or DDoS - Denial of Service

DSL - Designated Safeguarding Lead

EDL - English Defence League

EHE - Elective Home Education

ETF - Education and Training Foundation

FGM - Female Genital Mutilation

HBA - Honour Based Abuse

HSB - Harmful Sexual Behaviour

IIOC - Indecent Images of Children

KCSIE - Keeping Children Safe in Education

LA - Local Authority

LADO - Local Authority Designated Officer

LGBT- Lesbian, gay, bisexual, transgender

LGFL- London Grid for Learning

MARF - Multi-Agency Referral Form

MASH - Multi-Agency Safeguarding Hub

NICE - The National Institute for Health and Care Excellence

OCSE - Online Child Sexual Exploitation

PSCHE - Personal, Social, Citizenship and Health Education

PSED- Public Sector Equality Duty

SCR - Single Central Register

SEND - Special Educational Needs and Disability

SENDCO - Special Educational Needs and/or Disabilities Coordinator

SGII - Self-Generated Indecent Image

SSO - Safer Schools Officer

UKCIS- UK Council for Internet Safety

VAWG - Violence Against Women and Girls

Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment; inside or outside the home, including online;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes;
- preventing impairment of children's mental or physical health or development
- providing help and support to meet the needs of children as soon as problems emerge.

Child Protection: is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early Help: means the provision of support as soon as additional needs and support emerge or are identified at any point in a child's life.

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

Child: includes everyone under the age of eighteen. Overall, this will apply to pupils at our School; however, the policy will extend to visiting children and students from other establishments.

Young person: refers to students over the age of eighteen.

Parents: refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents.

The Prevent Duty: All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

1. Introduction

Ibstock Place Prep School ('the School') is committed to safeguarding and promoting the welfare of all children and young people. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at the School. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart The School has an attitude of 'it could happen here'. The School expects all Staff to share this commitment. In this policy and by legal definition, the word 'children' or 'child' refers to anyone under 18 years of age.

The purpose of this Policy is to provide Staff and Governors with the framework needed to keep children and young people safe and secure in our School. The Policy also informs parents and carers how we are safeguarding their child whilst he or she is in our care.

The School will:

- provide an environment which fosters a supportive School community and an open culture where all feel able to share concerns about another's wellbeing, know that those concerns will be listened to and acted upon effectively and sensitively;
- provide an ethos of care whereby class teachers, specialist teachers and support staff get to know pupils such that they are more readily aware of a child in need of support or 'changes' which may indicate abuse or a safeguarding concern;
- raise awareness for Staff of the need to safeguard pupils and of their responsibilities to identify and report possible cases of abuse, neglect, exploitation or a child in need through guidance and training;
- provide a systematic means of monitoring children known to be in need, or who have suffered or are at risk of suffering harm;
- ensure that all vulnerable children are provided with appropriate support in School and that their needs are identified and responded to effectively;
- develop and implement procedures to be followed by all Staff in cases of suspected abuse or other child welfare concerns;
- develop and promote effective working relationships with other agencies including the Police and Children's Services;
- work in partnership with parents and carers in the best interests of pupils;

- ensure that all adults within the School who have access to children have been checked as to their suitability to work safely with children;

- emphasise the need for effective communication about Safeguarding issues between all members of Staff.

2. Application and Scope

This Policy applies to:

- the whole of Ibstock Place Prep School ('the School'), including the Early Years Foundation Stage;
- all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

This Policy is available to all on the School's Website and hard copies can be requested from the School office. A large print version is available on request.

This Policy and the procedures contained in it have been prepared to comply with legislation, statutory and non-statutory guidance, advice, and best practice all of which are listed in Appendix B. This Policy and its procedures have been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance:

'Working Together to Safeguard Children' 2018, 'What to do if You are Worried a Child is Being Abused' 2015, 'Keeping Children Safe in Education' 2024 (KCSIE), and the London Child Protection Procedures.

Owing to the regulations and restrictions related to the Covid19 pandemic, the School has added two addenda to this Policy to reflect specific safeguarding measures in place. These will be kept under review as Government guidance is updated and amended when necessary.

This Policy should be read in conjunction with the School's other policies and documents listed below:

- Anti-Bullying and Anti-Cyber Bullying Policy
- Behaviour Management Policy
- Code of Conduct for Staff
- Drugs and Substances Policy
- E-Safety Policy and Acceptable Use Agreement
- First Aid Policy incorporating Accident and Injury
- Health and Safety Policy

- Healthy Eating Policy
- Learning Support (SEND) Policy
- Lost and Missing Children Policy
- Mental Health Policy
- Portable Digital Devices Policy
- Physical Intervention Policy
- Recruitment, Selection and Disclosure Policy and Procedure
- Registration, Attendance and Punctuality Policy
- Relationships and Sex Education Policy
- Staff Handbook
- Taking, Storing and Use of Images of Pupils Policy
- The Care of our Pupils (EYFS to Prep 6) Policy
- Transition Policy
- DfE Keeping Children Safe in Education 2024

Keeping Children Safe in Education, 2024 updates and additions will be referred to as KCSIE, 2024 throughout the policy.

3. Designated Safeguarding Lead

The School has a nominated Director of Safeguarding, Ms Sarah Finch, who leads the Prep and Senior Safeguarding Teams and is also the Designated Safeguarding Lead.

The Deputy DSLs ('DDSLs') in the Prep School are Mrs Sophie Bartholomew, Miss Alice Palmer and Miss Sapphire Bennison, who may act in the DSL's absence. In the first instance, Safeguarding concerns in the Prep School should be raised with one of the Co-Heads.

The designated Governor for safeguarding is Ms Rachel Pickthall.

The names and contact details of the Safeguarding Team along with contact details for Children's Services and other agencies are to be found in Appendix A. These are prominently displayed in Staff offices and workrooms, on key contact cards carried by Staff and visitors working with children, and on the "Report a concern page" of *MyConcern*.

4. Responsibilities and Duties of DSL (In accordance with Keeping Children Safe in Education: Annex C, 2024)

The Director of Safeguarding, as DSL will take lead responsibility for safeguarding and children protection (including online safety and understanding the filtering and monitoring systems and processes in place) at the School;

Manage referrals

- refer cases of suspected abuse to the Local Authority Children's Services in accordance with this Policy;
- liaise with Children's Services over suspected cases of child abuse or radicalization; (In Wandsworth this means working with the MASH team if intervention criteria are reached and the Early Help Services where intervention criteria are not reached);
- follow the Early Help/MARF Assessment (Wandsworth) procedures when a child is deemed to be in need of additional support then to work as part of the Team Around the Child;
- support Staff who make referrals to Children's Services;
- refer cases to the Channel programme where there is a radicalisation concern;
- support members of Staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- refer cases where a crime may have been committed to the Police. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – PACE Code C 2019 (KCSIE, 2024).

Work with others

- act as a point of contact and to develop effective working relationships with external agencies and services;
- liaise with the Head to inform him/her of safeguarding issues especially when there are ongoing enquiries under section 47 of the Children Act 1989 and/or police investigations;
- liaise with the "case manager" and the designated officer(s) at the Local Authority for child protection concerns in cases which concern a Staff member;

- liaise with Staff (especially pastoral support staff, the School nurse, IT Technicians, and SENDCO,) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- be the main point of contact for external agencies pursuing Child Protection investigations and to attend conferences and submit reports when required;
- be the main point of contact for all in matters relating to Prevent;
- be the main point of contact as part of the 'Project Encompass' which is an information sharing agreement between the Police and Wandsworth Schools concerning domestic abuse incidents;
- act as a source of support, advice and expertise on Safeguarding issues for all Staff;
- ensure the School has effective recruitment procedures, including checking all new Staff to make sure they are safe to work with children and young people;
- notify the DfE of the name of any member of Staff considered to be "unsuitable to work with children" in accordance with statutory regulations.

Training

- ensure that the Safeguarding team, including Safeguarding Governor and the governing body, undergoes training to provide them with the knowledge and skills required to carry out their roles (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring);
- undertake Prevent awareness training;
- understand and support the School with regards to the requirements of the Prevent duty and be able to provide advice and support to Staff on protecting children from the risk of radicalisation;
- ensure suitable training for Staff about the risks of radicalisation;
- ensure Staff receive all appropriate training in Safeguarding to develop their understanding of the signs and indicators of abuse;
- ensure that Staff have the appropriate training on online safety in this area and that pupils and their parents are provided with advice and guidance on online safety;

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR;
- understand the importance of information sharing, both within the School and with the external agencies, organisations and practitioners;
- understand that it would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk (KCSIE, 2024);
- Use the DfE Data Protection guidance for schools to help school staff, governors and trustees understand how to comply with data protection law, develop data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches (KCSIE, 2024);
- keep detailed, accurate, secure written records of concerns and referrals;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school;
- recognise the additional risks that children with SEND and disabilities face online and to be confident they have the capability to support SEND children to stay safe online;
- encourage a culture of listening to children and taking account of their wishes and feelings;
- refresh knowledge and skills at regular intervals.

Raise Awareness

- ensure Staff are aware of the role of the DSL(s) and Safeguarding team;
- ensure that this Policy is known, understood, and used appropriately;
- make sure Staff are aware of the procedures to follow when they have a concern or a disclosure to report;
- ensure that this Policy has effective procedures for dealing with allegations of abuse against members of Staff;
- ensure Governing bodies and proprietors should ensure that those staff who work directly with children read KCSIE Part 1 and Annex B and ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one);
- make an appropriate assessment, alongside the Governors, as to which guidance will be most effective for Staff to safeguard and promote the welfare of children;
- ensure all new members of staff are made aware of systems within the school which support safeguarding, and these should be explained to them as part of their induction to the School;
- ask all new members of Staff and Governors to confirm they have read and understood this Policy and Appendices and Part 1 and Annexes A and H of KCSIE, 2024, as part of their induction into the School;
- in conjunction with the Safeguarding Team and Governing Body, to ensure that this Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly;
- ensure that this Policy is available publicly on the School's website and parents and carers know referrals about suspected abuse or neglect may be made to external agencies and the role of the School in this;
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing, or have experienced, with teachers and Prep Management staff.

Child protection file

- keep all concerns confidential and secure on *MyConcern* in accordance with UK GDPR and for these records to be kept separate from pupil records;
- transfer child protection files to a new school or college in accordance with this Policy;
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions; this should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc. (KCSIE, 2024).

Availability

- the DSL and/or DDSLs will be available during School hours;
- for out of School hours arrangements (such as overnight school trips), contact details of the DSL will be provided to the lead member of Staff a meeting will be held to discuss any specific pupil needs prior to the trip itself (logged formally) and the DSL or DDSLs will be available to be contacted if required.

5. The Role of the Governing Body

The Governing Body will:

review this Policy and its effectiveness annually; nominate a Safeguarding Governor to act as the lead Governor for child protection and safeguarding issues in the School;

- ensure that staff undergo regular updated safeguarding training (including online safety and understanding the filtering and monitoring systems and processes in place);
- ensure that the Safeguarding Governor (Ms Rachel Pickthall) will liaise with the Local Authority and/or external agencies in the event an allegation or Safeguarding concern is made against the Head;
- ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate) of KCSIE, 2024;
  remedy any deficiencies or weaknesses regarding Child Protection policies or procedures that are brought to its attention without delay.

- comply with their safeguarding duties under legislation and ensure that the policies, procedures, and training in the School are effective and always comply with the law;

- ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding (KCSIE, 2024);

- be aware of their obligations under the Human Rights Act 1998, (specifically, Article 3, 8 14 and Protocol 1), The Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements (KCSIE, 2024). (See Appendix B);

- ensure that the School contributes to inter-agency working in line with statutory guidance; ensure that pupils are taught about safeguarding (including on-line safety and that this teaching is integrated, aligned, and considered as part of the whole school safeguarding approach and has regard to Teaching Standards;

- ensure that the School contributes to inter-agency working in line with statutory guidance;

- ensure that pupils are taught about safeguarding (including online safety).

6. *MyConcern* - Cloud based Safeguarding Software

MyConcern is the School's simple to use, safe and secure software for recording and managing all safeguarding concerns. The system enables all Staff to record any safeguarding concern, safe in the knowledge that a proper record has been made and that the DSL(s) have been automatically notified. It also equips the DSL to assess each concern and manage any ongoing action that needs to be taken. *MyConcern* does not replace *'Pupilnotes'* or the use of *iSAMS*. Academic and Behavioural concerns are sent via *Pupilnotes*, and Staff should use *iSAMS* to raise concerns, praise, and sanctions. *MyConcern* is used for safeguarding concerns only. It is true to say that under achievement or persistent behavioural concerns may be a warning sign for underlying safeguarding concerns and the DSL will monitor this carefully, and, if necessary, upload information to *MyConcern* that has been sent via *Pupilnotes* or ask Staff to so.

As highlighted in KCSIE Part 4 September 2024, all low-level concerns should also be recorded, including details of concern, how the concern arose, and the actions taken. All records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

7. Safeguarding Training and Induction

The Safeguarding Team undertakes training at least annually which covers local Child Protection procedures and inter-agency working and enables them to understand and keep up with any developments relevant to the role.

The Safeguarding Team will undertake Prevent training as required with additional training on the TES Develop.
All new Staff to the School will undertake Child Protection training and training on the use of *MyConcern* as part of their induction programme. They are also required to read and understand this Policy and its procedures, the Staff Handbook and Code of Conduct, Keeping Children Safe in Education Part 1 including Annex A (depending on whether they work directly with children or not) and will be required to have read and understood the procedures for managing children missing or absent from education.

Staff, the Head and Governors will receive regular safeguarding and child protection training no less than once an academic year and updates as required, such as statutory changes.
Staff and the Head will undertake the awareness course on radicalisation by Channel.

All Staff are required to read and understand 'Advice to Staff on radicalisation' as set out in Appendix D.

8. Responsibilities and Duties of Staff

Child Protection and Safeguarding is the responsibility of everyone. Everyone who comes into contact with children and their families has a role to play in safeguarding children.

It is essential that everybody working in a school or college understands their safeguarding responsibilities. Therefore, all Staff have a duty and responsibility to:

- have a child-centred approach by always considering what is in the best interests of a child;
- understand the systems the School has in place to support safeguarding including understanding this Policy and its procedures and the School's other policies and documents (as set out in the Section 2, Application and Scope);
- read Part 1 and Annex B of KCSIE, 2024 or Annex A with this Policy and Appendices and other pertinent policies as directed by the DSL;
- be aware of and understand the Types and Indicators of Abuse, Neglect and Exploitation so that they can identify children who may be in need of help or protection or who are suffering, or likely to suffer, significant harm;

- understand that abuse, neglect and exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label and that in most cases, multiple issues will overlap with one another;

- understand that a child is considered to have been abused or at risk of abuse when the basic needs of that child are not being met. Harms include (but not limited to) neglect, ill-treatment, physical, sexual, or emotional abuse, impairment of physical or mental health or impairment of physical, intellectual, emotional, or social development. Children may also see or hear the effects of abuse at home (KCSIE, 2024);

- 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 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 important that staff determine how best to build trusted relationships with children and young people which facilitate communication (KCSIE, 2024).

- be aware of relevant data protection principles (DPA 2018 and UK GDPR), but understand that information must be shared where there is a need to safeguard or promote the welfare of a child and that fear about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children;

- have a good understanding of online safety and understanding the filtering and monitoring systems and processes in place;
- be prepared to identify children who may benefit from Early Help and understand their role in identifying emerging problems and sharing concerns with the DSL;
- understand specific safeguarding issues that can put children at risk of harm and in particular Children Missing Education, Children Absent from Education, Child Criminal Exploitation, Child Sexual Exploitation; Children missing from Home or Care; County Lines; Violence Against Women and Girls, Honour Based Abuse, Female Genital Mutilation, Serious Youth Violence and Radicalisation;
- 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;
- understand the legal requirement upon them to follow statutory mandatory reporting guidelines if they suspect a girl has undergone, or is at risk of FGM;

- know what to do if a pupil discloses /alleges abuse or neglect;
- understand and implement the procedures to report concerns and work with Children's Services and external agencies when necessary;
- seek guidance from the DSL if they are unsure how to proceed in a potential Child Protection situation;
- understand the duties to share information about safeguarding concerns whilst maintaining an appropriate level of confidentiality. This means only involving those who need to be involved such as the DSL or Deputy;
- understand the types of child-on-child abuse and specific procedures to follow to report any disclosures/allegations to the DSL in accordance with this Policy;
- keep detailed records of any safeguarding conversation or event in accordance with the Record Keeping and Confidentiality section of this Policy;
- in accordance with the whistle blowing section of this Policy, understand the duty to raise concerns about the inappropriate attitude or actions of colleagues and about poor or unsafe practice and potential failures in School's safeguarding procedures. If it is found that an allegation is unsubstantiated, unfounded, false, or malicious, the Designated Safeguarding Lead should investigate whether the child who has made the allegation is in need of additional support or may have been abused by someone else.

9. Early Help

Early help means providing support to a child as soon as a problem emerges.

All Staff should be prepared to identify children who may benefit from Early Help. Mental Health and Behaviour in Schools November 2018, highlights that 'early intervention to identify issues and provide effective support is crucial'.

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the change of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. (KCSIE, 2024).

All Staff are to be aware of the importance of being alert to the potential need for Early Help for a child who:

- is disabled and has specific educational needs;
- has special educational needs;
- is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from education, home or from care;

- has experienced multiple suspension, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit;
- is at risk of modern slavery, trafficking, or exploitation;
- is at risk of being radicalised or exploited;
- is misusing drugs or alcohol themselves;
- is a privately fostered child;
- has a parent/carer in custody or is affected by a parent offending;
- is self-harming;
- is in a family circumstance that presents challenges for the child, such as substance abuse, adult mental health problems and domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect.

The School role in supporting and promoting mental health and wellbeing can be summarised as:

· **Prevention**: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;

· **Identification**: recognising emerging issues as early and accurately as possible;

· **Early support**: helping pupils to access evidence based early support and interventions; and

· **Access to specialist support**: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Types and indicators of Abuse, Neglect and Exploitation

All Staff should be concerned about a child if he or she:

- has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury;
- regularly has unexplained injuries;
- gives confused or conflicting explanations about how injuries were sustained;
- exhibits significant changes in behaviour, performance or attitude or a deterioration in general wellbeing;

- discloses self-harm or where self-harm is suspected;
- makes an allegation against another pupil of abuse or inappropriate behaviour;
- is involved in sexually inappropriate behaviour physically in person/or online such as behaviour which is explicit and / or inappropriate to his or her age / stage of development;
- discloses an experience in which he or she may have been significantly harmed;
- displays behaviour or expresses opinions that raise concerns under the Prevent Duty.

From an early age, children may present with the following:

- poor hygiene
- poor dental health
- poor diet or insufficient food
- gorging on, scavenging for food
- medical needs not attended to or missed health appointments
- inappropriate clothing for the weather
- persistent and non-treatment of head lice
- persistent illness that goes untreated

They may also be:

- left alone at home or inappropriate supervision, supervisors of children;
- children of parents who are substance abusers, have poor mental health or live in homes where domestic violence occurs.

(Taken from Early Years Hub, 2021)

All members of Staff should familarise themselves and understand the following types and indications of abuse and neglect:

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects (KCSIE, 2024). Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children (child-on-child).

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

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

- **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, upskirting, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Adult males do not solely perpetrate Sexual abuse. Women can also commit acts of sexual abuse, as can other children.

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

- **Domestic Abuse:** any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged sixteen or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The

abuse can encompass, but is not limited to psychological, physical, sexual, financial, and emotional. 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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse may have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn (KCSIE, 2024).

- The School is part of the 'Project Encompass' which is an information sharing agreement between the Police and Wandsworth Schools. This means that if police have responded to a domestic abuse incident involving a pupil at the School, information (without specific details) will be provided to the DSL who will treat this information as sensitive and confidential.

  Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. The School has powers to share, hold and use information for these purposes.

  Further details as to the Types and Indicators of Abuse, Neglect and Exploitation are set out in Appendix C of this Policy.

11. Specific Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalization and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of and alert to include:

Child Missing Education (CME) and Children Absent from Education

A child going missing from education (not registered on roll nor declared to an authority) or a child absent from education (missing school frequently) is a potential indicator of abuse or neglect and the School has in place procedures to follow up on unauthorised absences. Class teachers, Classroom Assistants and Support Staff monitor pupil attendance and punctuality and correspond with parents when there is a concern. Where a child is deemed to be missing or absent from education, particularly on repeat occasions, the DSL will take advice from Children's Services. The aim will always be to identify the risk of abuse or neglect and to help prevent the risks of the child going missing in the future. Staff should be alert to the potential risks of poor or non-attendance and cessation of attendance,

including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as travelling to war zones, FGM and forced marriage.

In order to help ascertain the whereabouts of a child in their absence, it is the School's policy to hold at least two emergency contact numbers for each child.

The School has a duty to report any pupil who has been absent without the School's permission for a continuous period of 10 days or more.

The School abides by the legal framework governing School attendance; Working together to improve school attendance, DfE, 2022 .

Child Sexual Exploitation (CSE)

Although statistically more likely to occur in young adults, it is important to mention that:

CSE is receiving something as a result of engaging in sexual activities. Signs to look out for include pupils appearing with unexplained gifts or new possessions, children with older girlfriends/boyfriends, children with STIs or needing emergency contraception or becoming pregnant, children who regularly miss school, misuse alcohol or drugs and who suffer from changes in emotional wellbeing. Child sexual exploitation does not always involve physical contact, it also can occur using technology. Staff must also be aware that CSE can occur within relationships that appear consensual.

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 non-contact 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.

Online Child Sexual Exploitation (OCSE)

OCSE is a genre of internet offending which includes, but is not defined by, traditional notions of online grooming. In this context, OCSE includes the much broader threat from online communication with a child for the purposes of sexual exploitation and may include:

- Indecent images of children (IIOC)
- Risks associated with Webmail, social networking, and file hosting
- File sharing (child to child)
- Self-generated indecent imagery (SGII)
- Live video streaming
- Publication of Private Sexual Images (Revenge Pornography)
- Cyber Bullying
- Cyber Stalking

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

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.

County Lines (CL)

CL is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas using dedicated mobile phone lines or other form of "deal line." Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children Who Go Missing from Home or Care

Children who go missing are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high-risk activities
- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing schooling and education
- Increased vulnerability

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness

- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health

Violence Against Women and Girls (VAWG)

VAWG is any act of gender–based violence that results in, or is likely to result in physical, sexual, or psychological harm or suffering to women (including crimes committed in the name of 'honour,' domestic abuse, female genital mutilation, forced marriage, sexual violence, abuse, exploitation and rape, stalking, harassment, trafficking, and prostitution). If members of Staff have a concern about or knowledge of any VAWG incidents, they must share it immediately with the DSL with a view to referring to appropriate agencies.

Honour Based Abuse (HBA)

HBA (so-called) encompasses incidents or crimes which have been committed to protect or defend the so called "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.

Female Genital Mutilation (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 is a form of child abuse with long-lasting harmful consequences.

Whilst all Staff should speak to the DSL (or DDSL) regarding any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must personally report this to the police. **This is a mandatory reporting procedure.** Staff should call the police on 101. If a girl is at immediate risk of harm, teachers should dial 999. Staff should also call Children's Services. The details are set out in Appendix A. The Staff member must thereafter immediately inform the DSL or DDSL.

Staff should be aware that those failing to report such cases will face disciplinary sanctions. It will be rare for Staff to see visual evidence, and they should not be examining pupils.

Serious Youth Violence

Serious Youth Violence is any offence of serious violence or weapon enabled crime, where the victim is aged 1-19 (murder, manslaughter, rape, wounding with intent and causing grievously bodily harm.) 'Youth Violence' is defined in the same way, but also includes assault with injury offences.

Staff should be aware of the 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 (see paragraph on CCE).

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, 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. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Staff must share any concerns about or knowledge of children carrying weapons immediately with the DSL.

Further details of the School's responsibilities in this area are set out in Appendix F.

Prevent - Radicalisation

The School is committed to safeguarding its pupils from radicalisation/extremism and preventing them from being drawn to terrorism. The School is equally committed to working with relevant sectors and institutions if it is discovered that a member of the School's community is in danger of becoming/has become radicalised or has been/is in danger of being drawn to terrorism.

One of the current terror threats in the United Kingdom at present is exploiting vulnerable children who are susceptible to being drawn into terrorism. The normalisation of extreme views through areas such as social media enables further manipulation of children. The School is clear that exploitation and radicalisation is a safeguarding concern and understand its responsibilities as set out in Prevent Duty and legislation and will ensure these are adhered to.

Staff should refer to the list of physical, social, and emotional changes listed in the IPS training document, Advice to Staff on radicalisation - see Appendix D.

The DSL, alongside the Head, will assess the level of risk within School and will decide upon an action plan to mitigate against risk.

Referrals can be made to Prevent Coordinator (Wandsworth Borough Council) the contact details of whom are set out in Appendix A.

12. Child-on-Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. All staff should understand that even if there are no reports in the school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their Designated Safeguarding Dead (or Deputy Safeguarding Lead).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, 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.

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);
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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-nude images and or videos (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;

- 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).

All staff should be clear on the School's policy and procedures with regard to child-on-child abuse and the significant role they have to play in preventing it and responding where they believe a child may be at risk from it.

Forms of Child-on-Child abuse

The forms of child-on-child abuse are outlined below:

Sexual violence and sexual harassment between children

- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Sexual violence includes sexual offences under the Sexual Offences Act 2003: rape, assault by penetration and sexual assault.
- Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to penetration only if s/he agrees by choice and has the freedom and capacity to make that choice. A child under thirteen can never consent to sexual activity, the age of consent is sixteen, sexual intercourse without consent is rape.
- The School understands consent as above and pupils are taught the same.
- Sexual harassment is the 'unwanted conduct of a sexual nature' that can occur online and offline. Some examples of sexual harassment include (but are not limited to): sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual 'jokes'; physical behaviour such as deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photographs or drawings of a sexual nature; online sexual harassment, sexting, sexualised online bullying, unwanted sexual messages including on social media, sexual exploitation, cohesion and threats.
- The School considers sexual harassment in broad terms and will challenge inappropriate behaviours to mitigate against the risks of a culture which may lead to sexual violence.
- If Staff have any concerns or receive a report of child-on-child sexual violence and/or sexual harassment, they should, without delay, raise these concerns with the DSL following the reporting procedures set out in this Policy.

- Although statistically significantly less likely in the Prep School, KCSIE, 2024 sets a reminder for staff that they should be aware of the possible health needs that might arise following a sexual assault such as physical, mental, and sexual health problems and unwanted pregnancy.

Child-on-child Abuse: Allegations involving one or more pupil(s) against another pupil:

The School recognises that children can abuse their peers and that child-on-child abuse can manifest itself in many ways. Children might abuse other children physically, sexually, or emotionally. Abuse can include (but is not limited to): physical abuse, sexting, sexual violence, or sexual harassment, initiating or hazing-type violence and rituals, bullying (including online), physical abuse and upskirting.

Staff and Governors will not tolerate any form of abuse at the School. **The School adopts a zero-tolerance approach** to child-on-child abuse/bullying. This means that **all** staff should challenge and report all forms of child-on-child abuse when it is seen or heard within the School community. Further to this, the School should act as though incidents of child-on-child abuse are happening even when there are no specific reports. As part of their Safeguarding Training, IPS staff are asked to approach their safeguarding responsibilities with the following phrases in mind:

- 'Safeguarding is **everyone's** responsibility'
- 'It could happen here'
- 'Report the niggling doubt'
- 'Think the unthinkable'
- 'Nip the problem in the bud'

All child-on-child abuse is unacceptable. Such allegations are taken very seriously and are never passed off as 'banter,' 'just having a laugh' or 'part of growing up.'

Staff are aware that all forms of child-on-child abuse are unacceptable and will be taken seriously. As outlined in KSCIE, 2024, in the case of sexual violence and sexual harassment, staff are aware that it is more likely that girls will be the victims and it is more likely that the acts will be perpetrated by boys. Risks will always be assessed considering this.

The School understands that some groups of children (for example LGBT+ and SEND children) can be more at risk of child-on-child abuse and certain children may face additional barriers to telling someone about an instance of child-on-child abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;

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 concerns with members of staff (KCSIE, 2024).

The School employs a variety of approaches to minimise the risk of child-on-child abuse and to create a culture which does not tolerate child-on-child abuse. Examples include:

- curriculum including teaching pupils about wellbeing, mental health safeguarding, keeping themselves safe, online safety, relationships, and sex education;
- an open culture of pupils sharing concerns with Staff and Staff handling concerns in a sensitive and non-judgmental way and in line with the procedures set out in this Policy;
- additional workshops, school trips and visiting speakers;
- celebrations of diversity and cultural heritage;
- whole-school assemblies.

All Staff receive safeguarding training and are familiar with this Policy.

Examples of practical steps taken to minimise the risk of child-on-child abuse (further details can be found in the School's Anti-Bullying and Anti Cyber-Bullying Policy and Behaviour Management Policy):

- Pupils are supervised by Staff during the day.
- Pupils must attend the Wrap Around Care, Pre-Prep library, or a formal after-school activity and cannot remain on site once the School day has concluded.
- Pupils are encouraged to share concerns about their safety and well-being with any member of Staff and in particular with key pastoral Staff and are provided with information as to where they can be found. The Prep Management Team has an 'open-door' policy. Pastoral concerns are shared amongst the pastoral team through regular meetings.
- The School Nurse is available to see pupils who are experiencing difficulties.
- Classrooms have windows to ensure that anyone passing a room can see into it.
- All forms of bullying are dealt with swiftly and firmly and in accordance with the School's Anti-bullying and Anti-Cyber Bullying Policy and Behaviour Management Policy. Pupils are encouraged to share information about bullying with Staff.

  Additional consultation can be found at:
  https://www.gov.uk/government/publications/behaviour-in-schools--2
- The School will cooperate fully with external agencies e.g., CAMHS in ensuring that any pupil who has suffered child-on-child abuse receives the support they need.

Harmful Sexual Behaviour:

- Children's sexual behaviour exists on a wide continuum from normal and developmentally expected, to inappropriate, problematic, abusive, and violent. Children and Young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters may be harmful to themselves and others. Harmful sexual behaviour may occur online and/or offline and can also occur simultaneously between the two.

- The DSL and DDSLs, as part of their safeguarding training, have a good understanding of harmful sexual behaviour to aid in implementing preventive measures and education at the School.

Child Sexual Exploitation:

- In the case of child-on-child abuse, this is where a child under the age of eighteen is coerced, exploited, or manipulated into sexual activity by peer(s) who are also under the age of 18.

Youth Produced Sexual Imagery (Sexting):

- Sexting is the production and/or sharing of sexual photos and videos of children under the age of eighteen. Creating and sharing sexual photos and videos of children under eighteen is a criminal offence. The School recognises the harm and distress sexting can cause and alerts pupils to the dangers of sexting. The School follows the advice published by the UK Council for Internet Safety (UKCIS). The specific procedures to be followed are set out below.

Upskirting:

- A criminal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or to cause the victim humiliation, distress, or alarm. Persons of any gender can be a victim of upskirting.

All the above can be classified as child-on-child abuse and it should be understood that a child may experience one or more of these facets at any one time.

Procedures to follow: allegation of child-on-child abuse

If an allegation/disclosure of child-on-child abuse is made whether historic or contemporaneous:

- The member of Staff receiving the allegation will immediately inform the DSL and record details of any disclosure on *MyConcern*. The member of staff, as in the case with all safeguarding matters, must not promise confidentiality to the victim but must reassure them by providing information about the next steps and to whom the report will be passed.
- The DSL will follow the procedures set out in this Policy to seek advice from Children's Services and make a referral to Children's Services and/or the Police as appropriate.
- The DSL will ensure that all children involved in the allegation (if pupils of the School) are provided with support via the School's pastoral support systems and/or by referring to external agencies. It is essential that the victim feels as if they have been 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 or their experience minimized. The Head will act in accordance with the School's Behaviour Management Policy to determine whether any disciplinary action (including suspension or exclusion) of a pupil against whom an allegation has been made is necessary. Consideration will be given to appropriate risk assessment considering the risks posed to all pupils and to put adequate measures in place to protect them and keep them safe.

Procedures to follow: Sexual Imagery

If a member of Staff suspects that a pupil is in possession of indecent or sexual imagery:

- The member of Staff should confiscate the device, switch it off/put it in flight mode and deliver the phone to the DSL.
- The member of staff should explain that they will need to report it and reassure them that they will receive support and help from the DSL.
- The DSL will take the appropriate action in accordance with this Policy and in the case of Youth Produced Sexual Imagery, follow the advice provided by UKCIS.
- The member of Staff must not print, copy, or view the image – this could be illegal;
- If accidentally viewed, the member of Staff should inform the DSL.
- The member of Staff should not delete or ask the pupil to delete the image.
- The member of Staff should not ask the pupil to disclose information regarding the imagery. This is the responsibility of the DSL.

- The member of Staff should not share information about the incident with other members of staff, the pupil it involves or their, or other, parents and/or carers.
- The Head will act in accordance with the School's Behaviour Management Policy to determine whether any disciplinary action (including suspension or exclusion) of a pupil in possession of the sexual imagery is necessary.

13. Bullying, Discrimination, Harassment and Victimisation

Bullying, discrimination, harassment and/or victimisation will not be tolerated in our School.

The School has a separate Anti-bullying and Anti-Cyber Bullying Policy.

In accordance with the School's polices, action will be taken to prevent and respond to incidents of discrimination, harassment, or victimisation in particular because of gender or gender reassignment, special educational need or disability, race, religion, or belief, cultural or linguistic background, sexual orientation or related to pregnancy or maternity.

Racist or homophobic comments will not be tolerated and are subject to the School's Anti-bullying and Anti-Cyber Bullying Policy and Behaviour Management Policies. Repeated racist or homophobic incidents or a single serious incident may lead to consideration as to whether child protection procedures should be implemented.

The School is aware that a child with special educational needs or disability can face additional challenges; his or her condition might attract negative comments/attention; he or she may be less well equipped to handle a negative situation; he or she may find it more difficult to communicate a problem and may not display outward signs; Staff may make assumptions about indicators of abuse, relating them to the learning need or disability and not to possible abuse.

A child or young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. There can be wider vulnerabilities, including having complex mental health and psychosocial needs. (KCSIE, 2024) It is important to remember that there may also be a more complex neurodivergent need associated with the child as well such as autism spectrum disorder or attention deficit hyperactivity disorder. Schools are encouraged to take a cautious approach and consider the broad range of individual needs, in a partnership with the child's parents (unless there is a special circumstance where this is considered a significant risk of harm). Schools should refer to Guidance for Schools and Colleges in relation to Gender Questioning Children. (KSCIE, 2024) It is vital that a culture is created where children feel that they can speak our and share their concerns with trusted adults and teachers.

N.B. This section of KSCIE 2024 remains under review, pending the outcome of the consultation to the guidance documents in line with the Cass review final report. This is ongoing and subject to change.

14. What to do if a pupil discloses/alleges abuse

If a child discloses/alleges that he or she has been abused in some way, the member of Staff should do the following:

- Listen to what is being said without displaying shock or disbelief;
- Accept what is being said;
- Allow the child to talk freely;
- Reassure the child, but do not make promises which it might not be possible to keep;
- Not promise confidentiality;
- Reassure him or her that what has happened is not his or her fault;
- Stress that it was the right thing to tell;
- Listen, rather than ask direct or leading questions;
- Not criticise the alleged perpetrator;
- Explain what must be done next and who has to be told;
- Raise the concern on *MyConcern;*
- Pass information to the DSL (or Deputy) without delay.

How a Staff member should respond to a child raising a concern of abuse:

- Show acceptance of what the child says;
- Keep calm;
- Look at the child directly;
- Be honest;
- Tell the child you will need to let someone else know;
- Be aware that the child may have been threatened, coached, or bribed not to tell;
- Never push for information; if the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful things to say:

- I understand what you are saying;
- Thank you for telling me;
- It is not your fault ;
- I will help you.

Things not to say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else."

At the end of the conversation:

- Reassure the child that they were right to tell you and show acceptance;
- Let the child know what you are going to do next and that you will let them know what happens;
- Contact the DSL or DDSL or in emergency situations the appropriate external agency (police, doctor, ambulance, or Wandsworth Children Services);
- Consider your own feelings and seek pastoral support if needed.

15. Procedures for Staff to Report Concerns

If a member of Staff has any concerns about a child (including concerns regarding possible child-on-child abuse) they must report this immediately to the DSL(s) or Deputy.

If a member of Staff has reported a concern or disclosure to the Designated Safeguarding Lead and is not satisfied with the action taken by that person, the Staff member with concerns should speak with the Designated Safeguarding Lead again or the Head.

In exceptional circumstances such as an emergency or where there is a concern that the appropriate action has not been taken by the School, Staff should make a direct referral to Children's Services the contact details of which are in Appendix A.

It is the School's Policy for Staff to raise concerns or report disclosures to the DSL in the first instance save for in exceptional circumstances such as an emergency or where there is a concern that the appropriate action has not been taken.

It is noted however that any member of Staff can make a referral to Children's Services at any time. If a member of Staff makes a referral directly, he or she should inform the Designated Safeguarding Lead as soon as possible.

In addition to the procedures in this Policy, Staff are also directed to the non-statutory guidance, "*What to do if you're worried a child is being abused, advice for practitioners*"

A flowchart of actions following a report of a concern about a child is set out at Appendix E.

16. Procedures for DSL following the report of abuse or concern

Upon receipt of a report of abuse of a pupil by an adult or another child/other children, or upon receipt of a concern, the DSL will do the following:

- Call 999 (Police) if the child is in immediate danger.
- Consult with the Head concerning the most appropriate course of action.
- decide whether to report the concern or report of abuse to Children's Services via the Multi Agency Referral Form.

- Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process (KCSIE, 2024).

- In the case of abuse by one or more pupils against another pupil, there should be a referral to Children's Services where there is reasonable cause to suspect that a pupil is suffering or likely to suffer significant harm. In such cases, all the children involved (whether perpetrator or victim) should be treated as at risk.

- If in doubt as to whether a referral should be made, the DSL may consult with Children's Services or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral should be made without delay.

- The DSL will ordinarily contact the child's parent(s)/carer(s) to obtain their consent before a referral to Children Services is made. However, if the concern involves alleged or suspected sexual abuse, honour-based abuse, fabricated or induced illness or the DSL has any reason to believe that informing the parent at this stage might compromise the safety of the child or a Staff member, nothing should be said to the parent/carer ahead of the referral. The rationale for the decision to progress without consent should be provided with the referral.

- If the DSL makes the initial referral by telephone, the DSL will confirm the referral in writing to Children's Services within 24 hours. If no response or acknowledgment is received within one working day, the DSL will contact Children's Services again.

- The DSL will report concerns regarding radicalisation immediately to Children's Services. The Wandsworth Prevent Coordinator is available for consultation, if necessary, before the referral is made.

- If the School becomes aware that a child under the age of thirteen is, or may be, sexually active, the DSL will make an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

- The DSL will support Staff in liaising with the Local Authority and help set-up inter-agency assessment as appropriate including s17 or s47 Children Act 1989 investigations or enquiries.

17. Support following a disclosure or a report of a concern

The DSL will provide support for any child making a disclosure/allegation of abuse via the School's pastoral system and/or external agencies.

The School will endeavour to support all children by:

- encouraging self-esteem and self-confidence whilst not condoning aggression or bullying;
- promoting a caring, safe, and positive environment within the School;
- liaising and working together with all other support services and those agencies involved in child protection;
- ensuring the child's wishes or feelings are considered when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- assessing the level of need, with guidance from external agencies when required, and providing appropriate support in School where thresholds for external agency support are not crossed, in liaison with the pupil and his or her parents or carers.

For Staff dealing with a disclosure from a child, and a child protection case in general, can be a stressful experience. The member of Staff should discuss this with the DSL.

18. Record Keeping and Confidentiality

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing (on *MyConcern*). Information should be kept confidential and stored securely. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

When a child has made a disclosure, or a member of Staff has a concern about a child for another safeguarding reason the member of Staff should:

- Make brief notes as soon as possible after the conversation and record the exact words used as far as possible;
- Not destroy the original notes;
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- Draw a diagram to indicate the position of any bruising or other injury;
- Record statements and observations rather than interpretations or assumptions;

- Provide all records promptly to the Designated Safeguarding Lead via *MyConcern* ;
- Not retain copies themselves.

All documentation relating to child protection issues are secured on *MyConcern*.

All matters relating to child protection are confidential and should only be shared with the DSL and other key members of staff involved with the concern. Information sharing is key to safeguarding or promoting the welfare of a child. Relevant and proportionate information must be shared with professional agencies. Fears about sharing information and Data Protection must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

- The Designated Safeguarding Lead will disclose any information about a pupil to other members of Staff on a need-to-know basis only who may be invited to be part of a 'Team around the Child' on *MyConcern;*
- Confidentiality cannot be promised to a pupil following a disclosure;
- All Staff must be aware that they have a professional responsibility to share information with other agencies to safeguard children.

19. Whistle blowing

The School recognises that children cannot be expected to raise concerns in an environment where Staff fail to do so.

The School will ensure that all Staff are made aware of their duty to raise concerns about the attitude or actions of colleagues and about poor or unsafe practice and potential failures in School's safeguarding procedures. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual roles and responsibilities or inappropriate sharing of images.

Staff should speak to the DSL, the Head, or the Chair of the Governing Body. The Staff Handbook sets out the procedure for reporting wrongdoing and the stages that are to be followed.

20. Safer recruitment: appointment and dismissal of Staff

The School will ensure compliance with section 3 of KCSIE, 2024 and DfE guidance Disqualification under the Childcare Act 2006 in relation to recruitment, recruitment checks, obtaining references, S128 checks (where applicable) and information that must be included on the single central register (SCR).

The appointment process is designed to deter potential offenders from applying. All applicants are required to complete application forms that are designed to prompt

interviewers to spot frequent job changes and movement around the country. They state the primacy of child protection concerns at the School and require a declaration of past convictions.

References for short-listed candidates are taken up in advance from a person of suitable authority at the candidates' current employers (this includes internal candidates). If there is no current employer, verification of the most recent employment is required and reasons for leaving should be obtained. Interviews include questions regarding child protection issues.

In addition, the School will carry out an online search as part of its due diligence regarding shortlisted candidates. This may help identify any incident or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview (Keeping Children Safe in Education, 2024).

Any information provided by the candidate must be verified and the School must verify that electronic references originate from a legitimate source.

At least one person on any appointment panel will have undertaken safer recruitment training.

All applicants who are offered employment in posts involving access to children (whether teachers or support Staff) are subject to a Disclosure and Barring Service (DBS) check before the appointment is confirmed. For all appointments of Staff engaging in *regulated activity* the check will be an *enhanced DBS check with barred list information.*

All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. The School must verify a candidate's identity, it is important for the School to ensure the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available.

Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.

The School does not keep copies of the DBS certificate of members of staff, although will make a record of vetting being carried out. If there is a valid reason for retaining a copy of the DBS, it should not be kept longer than six months. Further information on handling DBS information can be found on GOV.UK.

Other adults who may come into direct contact with pupils as part of their business with the school or on an infrequent basis (coach drivers, parents helping on trips) are subject to an appropriate check which may include a DBS check. The guidance within Annex F and Annex G of KCSIE, 2024 will be used to determine whether the activities an adult who has business with the School is engaged in are regulated activities. This will determine the level of DBS check required.

The School does not have the power to request DBS checks and barred list checks on visitors. All staff are made aware that a digital Risk Assessment of visiting speakers must be

conducted prior to their visit, this will take the form of an internet search to verify the speaker's past, background, associations, and affiliations. A digital visiting speaker agreement and guidelines form should be sent by the organising member of staff to the visiting speaker prior to their visit. The DSL must receive the completed forms prior to the visit.

The DBS does not charge for checks on volunteers. However, if schools or colleges use an external organisation to carry out the check, there may be an administration charge (KCSIE, Part 3, 2024)

The School will ensure that any contractor, or employee of the contractor, who is employed to work at the School has been subject to the appropriate level of DBS check:

- All contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information).
- Those contractors not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS (not including barred list information) is required.

In the case of homestay arrangements with UK families, the School will follow guidance outlined in Annex E of KCSIE, 2024 The School will obtain an enhanced DBS for the adult(s) in the household who are responsible for the visiting child. The School will risk assess as to whether an enhanced DBS certificate for anyone aged sixteen or over in the household where the child will be staying is required.

The School will maintain a single central record, the register.

If any member of Staff is found not suitable to work with children consideration will be given to making a referral to the Teachers' Regulation Agency. Consideration will be made in line with DfE guidance. Within one month of their leaving the School, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she was considered unsuitable to work with children, will be reported to the Disclosure and Barring Service.

In addition, as part of the shortlisting the School will consider carrying out an online search as part of due diligence regarding shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview. The School will inform shortlisted candidates that online searches may be done as part of due diligence checks (KCSIE, 2024).

21. Allegations against Staff

As part of their whole school approach to safeguarding, the School aims to promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

All allegations against Staff, including allegations that do not meet the harms threshold or are not considered serious enough to consider a referral to the LADO, are taken very seriously and handled in accordance with KCSIE, Part 4. This includes organisations or individuals using the school premises.

As highlighted in KCSIE, Part 4, all low-level concerns should also be recorded, including details of concern, how the concern arose, and the actions taken. All records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

All Staff must not place themselves in a vulnerable position with a child, or behave in a way that harms a child, or commit a criminal offence against or related to a child.

The School aims to create an environment in which staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Staff should always have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this Policy in protecting children. Staff need to report anything that causes a sense of unease or a 'nagging doubt' to the DSL or to the Head if the concern relates to the DSL.

Examples of such behaviour could include, but are not limited to:

- being overfriendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating, or offensive language.

Staff have been guided to report this, either in person or by using MyConcern, by selecting 'Staff low level concern' on the *Send to* drop down menu.

All Staff should be aware of and comply with the School's Code of Conduct for Staff and the Staff Handbook. The staff handbook makes it clear as to what a low-level concern is and the importance of sharing low-level concerns, and an explanation of what the purpose of the policy is – i.e., to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour set out, lived, monitored and reinforced constantly by all staff (KCSIE, 2024).

Inappropriate relationships

Under no circumstances should inappropriate relationships happen or be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003

created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of Staff is concerned that a pupil has developed an attachment to him or her, it should be reported to the DSL. Social exchanges with the pupil which are in any way different from those of the rest of their peers are not permitted.

Staff working alone with children

Staff are made aware that special care must be taken in any circumstances where a child works on a one-on-one basis with a child. The following guidelines should be considered by Staff:

- Let another member of Staff know that they are alone with a child;
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door and/or windows to the outside and/or a viewing hole that looks into the room;
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation;
- Should anything happen during the session that makes the Staff member uncomfortable, this should be reported to the DSL immediately or via a self-referral 'low-level' on MyConcern;
- Children should only be given lifts in cars with the express permission of either the pupils' parent(s), DSL, or the Head.

With regard to allegations made against Staff.

- The procedures outlined in this section are applicable to members of Staff regardless of where the alleged abuse took place;
- Allegations against a teacher who is no longer teaching will be referred to the police by the DSL;
- If an allegation is made against a member of Staff (including supply or agency Staff or contracted Staff and volunteers) the person receiving the allegation must immediately inform the Head;
- If it is not possible to report to the Head, then a report should be made immediately to DSL or DDSLs who in turn will inform the Head;
- Any allegations relating to the Head must be reported to the Safeguarding Governor or direct to the Local Authority Designated Officer ('LADO');
- Neither the Head nor the DSL will investigate the allegation itself, or take written or detailed statements, but will immediately contact the LADO to assist in the assessment of the allegation. The LADO will be contacted as soon as possible and within one working day at the latest;
- For pupils in the Early Years Foundation Stage, the School will also inform Ofsted as soon as practicable and no later than 14 days of any allegations of serious harm or abuse by any person working or looking after children on School property (whether

that allegations relates to harm or abuse committed on School property or elsewhere) or any other abuse which is alleged to have taken place on School property and the action taken in respect of allegations.

- The Head, with advice from the LADO, will consider whether the member of Staff has:
    - behaved in a way that has harmed a child, or may have harmed a child;
    - possibly committed a criminal offence against or related to a child;
    - behaved toward a child or children in a way that indicates they would pose a risk of harm if they work regularly or closely with children; or
    - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

  If the conclusion is that the member of Staff has or may have done any of the above, a Strategy meeting will be arranged chaired by the Child Protection Coordinator, appointed by the LADO to exchange information, and decide on formal investigation processes.

- The LADO will advise the Head on the next steps, including whether to refer to Children's Services and/or the Police. She/he will also advise on how to manage talking about the allegation with the member of Staff and the child's parent(s) or carer(s) and the School will look to implement this advice;
- The Head or DSL will ensure that the parent(s) or carer(s) will be informed of the allegation as soon as possible;
- The School has a duty of care towards its employees and will ensure that there is appropriate support offered to any member of Staff facing an allegation. A named representative will be appointed to inform the member of Staff of progress in the case and the named contact will consider if any further support to the member of Staff is required;
- The Head, in conjunction with advice from LADO, will consider whether the suspension of the member of Staff against whom an allegation has been made is required. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Head will consult the Chair of the Governing Body before a final decision is made;
- A member of Staff will only be suspended if there is no reasonable alternative. If suspension is deemed necessary, the justification will be recorded, and the member of Staff notified within one working day;
- If the Secretary of State has made an interim prohibition order in respect to an individual at the School, the School will take the necessary actions outlined in the order and await further guidance from the Teachers' Regulation Agency;

- If an allegation against a member of Staff is substantiated, the DSL will work with the LADO to determine whether any improvement should be made to the School's safeguarding procedures or practices;
- The School (via the DSL) has a legal duty to make a report to the DBS, within one month of the individual leaving the School, concerning any person (whether employed, contracted, a volunteer or pupil) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier;
- If the School dismisses or ceases to use the services of an individual because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). This referral is made by the DSL;
- If it is decided that it is not necessary to refer the matter to Children's Services and/or the Police, the LADO may request that the Head investigate the matter and feedback to him/her any decisions made; This is likely to be classified as a 'low-level concern; and addressed as outlined in the Staff Code of Conduct;
- In all investigations, the School will take the lead from the LADO and the Head will consult regularly with the LADO until the conclusion of the investigation. The Head will await direction on the need for any disciplinary action required in light of any criminal investigation/prosecution;
- When an allegation is made, the School must make every effort to maintain confidentiality and guard against unwanted publicity;
- The outcome of any investigation will draw one of five conclusions:
  Unfounded – no evidence or proper basis which supports the allegation
  Unsubstantiated – insufficient evidence to prove or disprove the allegation
  False – sufficient evidence to disprove the allegation
  Malicious – sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
  Substantiated – sufficient evidence to prove the allegation
- Details of allegations found to be malicious must be removed from personnel records. For all other allegations, a clear comprehensive summary, details of how the allegation was followed up and action/decisions taken must be recorded on the confidential personnel file and a copy provided to the employee concerned;
- If the allegation is proven to be unfounded, unsubstantiated, false, or malicious it should not be included in employer references;

- If the allegation is deemed to be deliberately malicious, the Head will give consideration as to whether disciplinary action is taken against the child or parents making the allegation. The Head may consider involving the police and/or consider requesting the withdrawal of the child from the School;
- If the concern relates exclusively to safeguarding (and not to misconduct or poor performance) but has not met the threshold for LADO involvement and found to be substantiated, the matter should not be referred to in employer references;
- If a parent makes a formal complaint, the Complaints Procedure will be followed.

22. Positive Handling and Physical intervention

Regarding situations requiring physical intervention and positive handling by Staff:

- The Prep School has a separate Positive Handling and Touch Policy which has regard to "Use of reasonable force" (DfE, 2013);
- Staff may need to act in situations where the use of reasonable force may be required. Appropriate in-service training will be arranged;
- Staff must only ever always use physical intervention as a last resort and that it must be the minimal force necessary to prevent injury to another person;
- If the physical intervention is of a nature that causes injury or distress to a child, Child Protection procedures in accordance with this Policy may be required and/or disciplinary procedures.

Special care must be taken in circumstances where it may be necessary for an adult to make physical contact with a child, such as in an instrumental lesson or sports coaching.

Staff understand that force may never be used as a punishment. For advice on day-to-say scenarios of physical contact with pupils, refer to Touch Policy (Prep School only).

23. Curriculum

This policy lives within the day-to-day operation of the School. The School works within the curriculum to promote tolerance and respect for diverse views whilst challenging prejudice and abuse of any kind. The School values citizenship and is active in promoting fundamental British values which aid to equip children with the skills they need to stay safe from harm, including being drawn into terrorism and to know to whom they should turn for help both whilst at school and in the future.

This information is disseminated through:

- The pastoral care system, PSCHE curriculum, designated cultural celebrations, Equal Opportunities Policy, House system, Director of Wellbeing, Assemblies, and other pastoral activities.

There is a strong ethos where children feel secure and are encouraged to talk and are always listened to. All children know there is a nurse or teacher in the School whom they can approach if they are worried or in difficulty.

24. Health and Safety, Educational Visits and Additional Use of Premises

This Policy applies to situations outside normal school hours and when pupils are involved in School activities off site.

- The School places great significance on the protection of children within the school environment as reflected in the Health and Safety Policy. This is extended when pupils are away from the school undertaking school trips and visits by the Educational Visits Policy. All trips are reviewed after the event to see if there are any changes necessary.
- The Bursar seeks to ensure the suitability of adults working with children on the school site at any time.
- If proprietors hire or rent out the School facilities/premises, the School must ensure that appropriate arrangements are in place to keep children safe. This applies regardless of whether the children who attend any of these services or activities are children on the school roll. This should be specified within the lease/ hire or transfer of control agreement. Failure to comply will lead to the termination of the agreement (KCSIE, 2024).
- The School adheres to the guidance on Keeping children safe in out-of-school settings and works closely with any providers to ensure that they are compliant.

25. Photographing pupils

This Policy must be read in conjunction with the '*Taking, Storing and Use of Images of Pupils Policy*' and the '*Portable Digital Devices Policy*' which address the use of mobile devices at School. In short, only pupils in Prep 6 may bring a phone into the School. They must turn it off/ put it on 'airplane mode' and hand it to their Class Teacher on arrival. It is locked in an appropriate drawer or cupboard until dismissal.

The School iPads used for photographs are locked in the Teacher in Charge's office and when required during the day, they are always prominent and visible.

Whilst there is no statutory ban on mobile phones in early years settings, the School insists that the following is put into practice for EYFS. The following is also encouraged throughout the Prep School:

-Personal mobile phones should be either turned off or on silent and not accessed during working hours.

-Mobile phones can only be used on a designated break and this must be away from the children.

-Mobile phones should be always stored safely in designated areas during working hours e.g., cupboards or locked in desk drawers.

-During outings staff should only use mobile phones in an emergency.

-Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only school-owned devices can be used to take photographs or videos.

-Staff must not use personal mobile phones to communicate with parents/carers unless it is an emergency.

-Staff who bring personal mobile phones into the provision must ensure that there is no inappropriate or illegal content on them.

-The early years setting is not responsible for the loss, damage, or theft of any personal mobile device.

-All members of staff should remain vigilant and report any concerns to the setting's manager or designated safeguarding lead (DSL). Parents and staff should be informed of the complaints procedure and staff made aware of the whistleblowing procedure.

-If a member of staff is thought to have illegal content on a mobile phone or have committed a criminal offence using a personal device or mobile phone, the police will be contacted, and the LADO (Local Authority Designated Officer) will be informed.

26. Children with SEN and Disabilities

The School recognises that children with SEN / Disabilities may be especially vulnerable to abuse and expect Staff to take extra care to interpret apparent signs of abuse or neglect.

- The School will ensure assumptions are not made that indicators of abuse (such as behaviour, mood, and injury) relate to the child's disability without further exploration.
- The School will provide a school environment in which all pupils, including those with SEND, can feel confident and able to discuss their concerns, providing support with communication difficulties where needed, and differentiating appropriately.
  The School recognises that children with SEN and disabilities are at higher risk of peer group isolation and may suffer a disproportionate impact from bullying and will provide proactive support to ameliorate these risks. The designated member of Staff will work with the SENDCO, where necessary, to ensure that the needs of SEN pupils in relation to child protection issues are responded to appropriately (e.g., for a child with particular communication needs).

27. Contextual Safeguarding

- The School understands that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside the School or within.
- All Staff, but especially the DSL or Deputies, understand these extra familial issues and will ensure that the context within which such incidents and/or behaviours occur is considered, including whether the child is at risk of abuse or exploitation in situations outside their families.
- This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and influences are present in a child's life that are a threat or pose a risk to their safety and/or welfare.
- The School understands that extra-familial harms take a variety of forms and children can be vulnerable to multiple harms. Harms include (but are not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation, neglect, ill-treatment, physical, impairment of physical or mental health or impairment of physical, intellectual, emotional, or social development (KCSIE, 2024)
- The School will contribute to the assessments and mapping processes, taking these extra familial risks into account and sharing relevant information with social workers and other professionals to enable all such factors to be considered when risk to children is being assessed.
- This will allow any assessment to consider all the available evidence and the full context of any abuse.

28. Information and Communication Technology and Online Safety

Information and Communication Technology plays an enormously important part in the lives of all young people. Sophisticated games consoles together with smart phones and tablets provide unlimited access to the internet, to SMS messages, to blogging (web logging) services (like Twitter), to Zoom (video calls, via web cameras built into computers, phones and PSPs), to wikis (collaborative web pages), chat rooms and social networking sites (such as Snapchat/Tik Tok/ Facebook/Instagram) and video sharing sites (such as YouTube). The School **should include appropriate filtering and monitoring on school devices and school networks.**

This communications revolution gives young people unrivalled opportunities. It also brings risks. The School recognises that the use of technology has become a significant component of many safeguarding issues.

The School teaches on-line safety to pupils including how to avoid being exposed to harmful material, making themselves vulnerable to a range of risks. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk (**The 4Cs**):

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.

Considering the 4Cs will provide the basis of an effective online policy.

The school has a clear policy on the use of mobile and smart technology, which is outlined in the Mobile Devices for Pupils Policy. Pupils are prevented from accessing their phones during school hours but the school recognises that in spite of this, children may gain access to the internet via mobile phone networks i.e., 3G, 4G and 5G. This access means some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. The School recognises its responsibility to investigate any contravention of the Mobile Devices for Pupils Policy and should misuse be proven, will follow the guidance laid out in the Behaviour Policy.

They also need to learn how to avoid the risk of exposing themselves to subsequent embarrassment and/or harm.

The School's curriculum includes teaching about safe relationships and personal resilience, sexual education and health education, the dangers of sexting and the risks associated with location sharing.

The ICT and E-Safety Policies set out responsibilities for pupil education and parent education in online safety.

The Anti-Bullying and Anti-Cyber Bullying Policy sets out procedures to be followed when cyber-bullying is reported.

The School recognises its responsibility to safeguard and promote the welfare of our pupils to ensure they are provided with a safe environment to learn. Filters, monitoring systems and appropriate blocking are in place to protect pupils when online in School (SOPHOS), and the School uses a cloud-based monitoring software 'Senso' in order to have oversight of pupil usage, this is regularly reviewed by the DSL. (KSCIE, 2024)

Filters, monitoring systems and appropriate blocks are in place to protect pupils when online in School. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system.

The Filtering and Monitoring Standards set out that schools and colleges should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems;
- Review filtering and monitoring provision at least annually;
- Block harmful and inappropriate content without unreasonably impacting teaching and learning;
- Have effective monitoring strategies in place that meet their safeguarding needs.

(KCSIE, 2024).

The School adheres to the following policies in this regard.

https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness (KCSIE, 2024).

It is recognised that there could be situations where online behaviour suggests a Child Protection matter including radicalisation, in which case the procedures set out in this Policy are followed.

Remote Education

Keeping Children Safe in Education, 2024, supports schools to help keep pupils, students, and staff safe whilst learning remotely. The NSPCC also provides helpful advice - Undertaking remote teaching safely. The School maintains regular contact with parents and carers on the matter of online education and recognises it is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access.

29. Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect orexploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. All staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse, neglect, exploitation 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, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and the concern reported to the DSL or a DDSL.

In order to help our pupils succeed, the School plays an important role in supporting them to be resilient and mentally healthy:

- The School will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support;
- The School recognises that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events, and may include children who have experienced abuse;
- Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems;
- Where severe problems occur, the School will ensure that appropriate referrals are made (with consent) to services (e.g., CAMHS);
- If the School has a mental health concern about a child that is also a safeguarding concern, immediate action will be taken in line with our Mental Health Policy;
- If Staff become aware that a pupil has self-harmed or suspects that a pupil is self-harming, this is a safeguarding concern and Staff should follow the procedures in this policy to report to the DSL.

30. Elective Home Education (EHE)

The School recognises the role it must play, alongside the LA, in supporting parents that are giving consideration to home education, ensuring the child's best education is at the heart of the decision. The School notes that some children in EHE are less visible to the services that are there to keep them safe and supported in line with their needs. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

31. Private Fostering Arrangements

The law requires that Wandsworth Children's Services be notified of private fostering arrangements. Any privately fostered children, i.e., children under the age of 16 (or under eighteen if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, who come to the School's attention will be referred to Children's Services. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts (whether of full blood, half blood or by marriage).

32. Review and Verification

This policy is reviewed annually by the Designated Safeguarding Lead and the Governing Body. Parents, Staff, and other interested parties may provide feedback about this document by emailing the Designated Safeguarding Lead. Part of this review relates to the efficiency with which the related duties have been discharged. Any deficiencies in our child protection arrangements will be remedied without delay, in the case of a substantiated allegation against a member of Staff this will involve input from the LADO.

New legislation will necessitate an immediate review of the Policy.

RACHEL PICKTHALL

Ms Sarah Finch
Director of Safeguarding
DSL of Prep and Pre-Prep

Ms Rachel Pickthall
Governor responsible for Safeguarding

33. Appendix A: Safeguarding Contacts

Children's Services:

Wandsworth Multi-agency Safeguarding Hub (MASH)
2nd Floor Town Hall Extension
Wandsworth High Street
London
SW18 2PU

Telephone: 020 8871 6622

Email: mash@wandsworth.gov.uk

Outside of normal office hours (after 5pm weekdays or on weekends): 020 8871 6000.

As a professional making a referral, you should complete the Multi-agency Referral Form (MARF).

In an emergency contact the Police by calling 999.

You could also call the NSPCC Freephone Child Protection Helpline on 0808 800 5000

Education Safeguarding Lead

Sophie Allen
Email: Sophie.allen@richmondandwandsworth.gov.uk
Mobile: 07866 956 554

Local Authority Designated officer (LADO) for Wandsworth

Anita Gibbons
Safeguarding Standards Service
Welbeck House
3rd Floor
43-51 Wandsworth High Street
London SW18 2PT

E-mail: LADO@wandsworth.gov.uk
Telephone: 020 8871 5188
Mobile: 07974 586461

Hate Crime and Prevent Coordinator for Wandsworth Naheem Bashir Email: Naheem.Bashir@richmondandwandsworth.gov.uk
Report Female Genital Mutilation Telephone: Call 999 (Police) if immediate risk of harm or 101 if no immediate risk of harm NSPCC FGM Helpline: 0800 028 3550 (*Information may be passed anonymously)* Metropolitan Police Service Project Azure Partnership Team: 020 7161 2888
ChildLine: 0800 1111 24-hour freephone for children and young people who need advice
NSPCC Child Protection Helpline 0808 800 5000 24-hour freephone service for adults, children, or young people for advice or to give details about a child who may be at risk. Help and advice can be given on a no-names basis. **NSPCC Whistleblowing Hotline** The NSPCC whistleblowing helpline is available for Staff who do not feel able to raise concerns regarding child protection failures internally. **Telephone:** 0800 028 0285 (8am-8pm MON-FRI) Email: help@nspcc.org.uk
OFSTED Whistleblowing Helpline. 0300 123 3155 Monday to Friday from 8.00am to 6.00pm. Email: whistleblowing@ofsted.gov.uk
Whistleblowing **Chair of Governors: Mr. Stefan Martin** **smartin@ibstockplaceschool.co.uk** **Headmaster: Christopher Wolsey:** cwolsey@ibstockplaceschool.co.uk

34. Appendix B: Legislation and Guidance

The School acts in accordance with the following legislation, guidance and policies which serve as sources of additional advice and support for all working with children:

Legislation:

Children Act 1989 and 2004
https://www.legislation.gov.uk/ukpga/2004/31/contents

Education Act 2002, section 157
https://www.legislation.gov.uk/ukpga/2002/32/section/157

Education Act 2011
https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted

Education and Inspections Act 2006
https://www.legislation.gov.uk/ukpga/2006/40/contents

Education (Independent Schools Standards) (England) (Amendment) Regulations 2014
https://www.legislation.gov.uk/uksi/2014/3283/pdfs/uksi_20143283_en.pdf

Equality Act 2010
https://www.legislation.gov.uk/ukpga/2010/15/contents

The Human Rights Act 1998
Human Rights Act 1998 (legislation.gov.uk)

Sexual Offences Act 2003 (and in particular sections 16-24)
https://www.legislation.gov.uk/ukpga/2003/42/contents

Voyeurism (Offences) Act 2019
https://www.legislation.gov.uk/ukpga/2019/2/contents/enacted

Section 29 of the Counter-Terrorism and Security Act 2015 (para 57-76 – Prevent Guidance)
https://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod_9780111133309_en.pdf

Statutory and non-statutory guidance:

Keeping Children Safe in Education, 2024
Keeping children safe in education 2024 (publishing.service.gov.uk)

Working Together to Safeguard Children" 2023
Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)

Information Sharing Advice for Practitioners Providing Safeguarding Services to children, young people, parents are carers (May 2024)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

DfE guidance, Disqualification under the Childcare Act 2006
https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

Abuse

What to do if you're worried a child is being abused – DfE advice
https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Domestic abuse: Various Information/Guidance - Home Office (HO)
https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Faith based abuse: National Action Plan - DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf

Relationship abuse: disrespect nobody - Home Office website
https://www.disrespectnobody.co.uk/

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. Supporting practice in tackling child sexual abuse - CSA Centre.

Bullying

Preventing bullying including cyberbullying - DfE advice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Preventing and Tackling Bullying, DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Behaviour in Schools Advice https://www.gov.uk/government/publications/behaviour-in-schools--2

Children missing from education, home, or care

Children missing education - DfE statutory guidance
https://www.gov.uk/government/publications/children-missing-education

Child missing from home or care - DfE statutory guidance
https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care

Government's Missing Children and Adults Strategy

Children and adults missing strategy - Home Office strategy
https://www.gov.uk/government/publications/missing-children-and-adults-strategy

Children with family members in prison

https://www.gov.uk/support-for-families-friends-of-prisoners

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

https://www.barnardos.org.uk/what-we-do/helping-families/children-with-a-parent-in-prison

Child Exploitation

Trafficking: safeguarding children - DfE and HO guidance
https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Multi-agency practice principles for responding to child exploitation and extra-familial

harm 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.

County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Drugs

Drugs: advice for schools - DfE advice
https://www.gov.uk/government/publications/drugs-advice-for-schools

Drug strategy 2017 - Home Office strategy
https://www.gov.uk/government/publications/drug-strategy-2017

Information and advice on drugs - Talk to Frank website
https://www.talktofrank.com/

Forced Marriage

'The right to choose' can be found at: government guidance on forced marriage - GOV.UK (www.gov.uk) (updated 2024)

https://www.gov.uk/government/publications/forced-marriage-resource-pack

Information for schools: https://www.gov.uk/forced-marriage

"Honour Based Abuse" (so called)

Female genital mutilation: information and resources- Home Office guidance
https://www.gov.uk/government/collections/female-genital-mutilation

Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Health and Wellbeing

Fabricated or induced illness: safeguarding children - DfE, DH, HO

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

Rise Above: Free PSHE resources on health, wellbeing, and resilience - Public Health England
https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview

Medical-conditions: supporting pupils at school - DfE statutory guidance
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Mental health and behaviour - DfE advice
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Public Health England: Every Mind Matters

Homelessness

Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance
https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities

Online

The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff.

Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

DfE advice for schools: teaching online safety in schools

UK Council for Internet Safety (UKCIS) guidance: Education for a connected world

Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)

LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people

The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors

National Crime Agency's CEOP education programme: Thinkuknow
Harmful online challenges and online hoaxes

Private fostering

Private fostering: local authorities - DfE statutory guidance
https://www.gov.uk/government/publications/children-act-1989-private-fostering

Radicalisation

Prevent duty guidance- Home Office guidance
https://www.gov.uk/government/publications/prevent-duty-guidance

Prevent duty: additional advice for schools and childcare providers - DfE advice
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Educate Against Hate website - DfE and Home Office advice
https://educateagainsthate.com/

Prevent for FE and Training - Education and Training Foundation (ETF)
https://www.et-foundation.co.uk/supporting/professional-development/inclusion/prevent/

LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.
Online Safety Resource Centre London Grid for Learning (lgfl.net)

Managing risk of radicalisation in your education setting – DfE guidance, KCSIE 2024

Upskirting

Upskirting know your rights – UK Government
https://www.gov.uk/government/news/upskirting-know-your-rights

Violence

Gangs and youth violence: for schools and colleges - Home Office advice
https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Ending violence against women and girls 2016-2020 strategy - Home Office strategy

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

Sexual violence and sexual harassment between children in schools– KCSIE, 2024, Part 5

Serious violence strategy - Home Office Strategy
https://www.gov.uk/government/publications/serious-violence-strategy

In addition, the School acts in accordance with the London Child Protection Procedures and the procedures of the Wandsworth Safeguarding Children Partnership.
https://wscp.org.uk/about-the-partnership/policies-and-procedures/

Human Rights Act, 1998 (Specification from 'Role of the Governing Body', section 5).

Article 3: the right to freedom from inhuman and degrading treatment (an absolute right);

Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity;

Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination;

Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

Equality Act, 2010 (Specification from 'Role of the Governing Body, section 5).

Schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics)
Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Public Sector Equality Duty (PSED)

The PSED places a general duty on schools to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be

more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures.

Keeping Children Safe in Education, 2024

Appendix C: Types and indicators of abuse

Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by adults or another child or children.

Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via child-on-child abuse, including cyber-bullying and gender-based violence/sexual assaults.

Abuse is broadly divided into four categories: neglect, physical abuse, sexual abuse, and emotional abuse. Brief definitions are given below (See 'What do if you're worried a child is being abused. Advice for practitioners,' March 2015, DfE).

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision, or shelter. It is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising drugs, or alcohol, over food, clothing, warmth for the child. Neglect may occur during pregnancy because of a maternal drug or alcohol abuse.

Physical abuse: deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning, or scalding, drowning, or suffocating a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol, and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Sexual abuse: is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, upskirting, kissing, rubbing, and touching outside

clothing. It may include non-contact 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). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Emotional abuse: is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be able to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child the opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games, or mobile phones – by a child's peers.

Sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power, or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A considerable number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Signs of Abuse or Neglect in Children

Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn, or clingy, or they might have difficulty sleeping or start wetting the bed.

Other examples may include:

- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who do not want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;

- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why.

Recognising physical abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury;
- Unexplained delay in seeking treatment;
- The parents/carers are uninterested or undisturbed by an accident or an injury;
- Parents are absent without good reason when their child is presented for treatment;
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury;
- Family use of different doctors and A&E departments;
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby;
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding;
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive);
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
- Variation in colour possibly indicates injuries caused at different times;
- The outline of an object used e.g., belt marks, handprints, or a hairbrush;
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks on small children;
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
- Linear burns from hot metal rods or electrical fire elements;
- Burns of uniform depth over a large area;
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks);
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent with the fracture type
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of varied sizes or ages, or on various parts of body, may suggest abuse.

Behavioural Indications

Some children may behave in ways that alert a Staff member to the possibility of physical injury, for example:

- Withdrawal from physical contact;
- Fear of returning home;
- Self-destructive tendencies;
- Aggression towards others.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent / carer, e.g., anxious, indiscriminate or no attachment;
- Aggressive behaviour towards others;
- Scape-goated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others;
- Over-reaction to mistakes;
- Fear of new situations;
- Inappropriate responses to painful situations;
- Neurotic behaviours;
- Self-harming;
- Running away.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs, e.g., adequate food, clothes, warmth, hygiene, and medical care;
- A child seen to be listless, apathetic, and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;

- Child thrives away from home environment;
- Child frequently absent from or late for school;
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods;
- Compulsive stealing or scavenging.

Recognising Sexual Abuse

Children of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about, and a full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder, self-mutilation, and suicide attempts);
- Involvement in prostitution or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for e.g., sports events (but this may be related to cultural norms or physical difficulties);
- Concerning changes in behaviour or general presentation;
- Regressive behaviour;
- Distrust of a particular adult;
- Unexplained gifts of money;
- Sleep disturbances or nightmares;
- Phobias or panic attacks;
- Some physical indicators associated with this form of abuse are:
    - Pain or itching of genital area
    - Blood on underclothes
    - Pregnancy in a younger girl where the identity of the father is disclosed
    - Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia, or clothing
    - Wetting or soiling

Sexual Abuse

The definition of Sexual Abuse by children is the same as sexual abuse by adults.

Abusive/inappropriate behaviour is often characterised by a lack of true consent, the presence of a power imbalance and exploitation.

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The ability of professionals to determine whether a child's sexual behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults or children and downloading indecent images of children from the internet.

Developmental sexual activity encompasses those actions, which are to be expected from children as they move from infancy through to adulthood, developing an understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experimentation characterised by mutuality and consent.

Sexual behaviour can be inappropriate socially, inappropriate to development or both. It is important to consider what negative effects the behaviour has on any of the parties involved and what concerns it raises about a child. It should be recognised that the behaviour may be motivated by information seeking but may cause significant upset, confusion, physical damage, etc. It may also be that the behaviour is acting out other sexual situations which the child has been exposed to.

Abusive sexual activity is characterised by behaviour involving coercion, threats, aggression together with secrecy or where one participant relies on an unequal power base.

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

Children and the court system

Children are sometime 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 years old and 12-17 year olds:

These 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 are 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.

Child Missing or Absent from Education

All Staff should be aware that children being absent from education (low attendance) or going missing from education (not on roll with a school), particularly repeatedly or for a prolonged period of time, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

The School recognises its duty (weekly) to inform the local authority when removing a child from the school roll at standard and non-standard transition points.

Further information can be found in the following statutory guidance: Children Missing Education.

Children with family members in prison

Approximately 200,000 children 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' (https://www.nicco.org.uk/)

provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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 drugs and alcohol;
- go missing for periods of time or regularly come home late;
- regularly miss school or education or do not take part in education.

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

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;
- 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 practitioner

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 schools (mainstream and special), 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.

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 the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims (gov.co.uk) Child Criminal Exploitation (CCE).

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Cybercrime

Cybercrime is a 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, 'NSPCC- 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. 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/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue 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 and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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 eighteen, 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 the police and schools work together to provide emotional and practical help to children. The system ensures that when 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) 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 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 or use the helpline: 0204 513 9990.

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

Safelives: young people and domestic abuse.

https://www.gov.uk/guidance/domestic-abuse-how-to-get-help (Includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

Home: Operation Encompass: 0204 513 9990. (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, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

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

https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets.

So-called 'honour' -based abuse (including FGM and Forced Marriage)

Honour Based Abuse 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 that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining 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- https://www.gov.uk/government/publications/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. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet –

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

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 communities use religion and culture to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published multi-agency guidelines, - https://www.gov.uk/forced-marriage with pages 32-36 focusing on the role of schools and colleges. School and college Staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk. Additional information on 'The right to choose' can be found at: government guidance on forced marriage - GOV.UK (www.gov.uk) (2023).

Preventing radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including 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 is the process of a person legitimizing support for, or use of, terrorist violence.

Terrorism 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.

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

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

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

This section remains under review until the publication of 'a new definition of extremism', March 2024, is finalized. This, therefore, may be subject to change.

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" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders 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 other senior leaders in schools 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.

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 may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are susceptible to 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's engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead 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 schools 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 schoolteachers 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 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, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Child-on-Child abuse

Children can abuse other children (previously referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair

pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; 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; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT+ children are at greater risk.

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual violence

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

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

Further information about consent can be found here: https://rapecrisis.org.uk/get-informed/about-sexual-violence/sexual-consent/.

- A child under the age of thirteen can never consent to any sexual activity.
- The age of consent is sixteen.
- Sexual intercourse without consent is rape.

Sexual harassment

For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photographs, or drawings of a sexual nature.
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos. (As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
  - sharing of unwanted explicit content;
  - upskirting (is a criminal offence)
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation, coercion, and threats.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The response to a report of sexual violence or sexual harassment is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging, or understanding the

scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Abuse that occurs online or outside of the School should not be downplayed and should be treated equally seriously. 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. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them (KCSIE, 2024).

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in this Policy. As is always the case, if staff are in any doubt as to what to do, they should speak to the Designated Safeguarding Lead (or DDSL).

Confidentiality

The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purpose is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice should be sought from the Designated Safeguarding Lead (or DDSL), who should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

The DSL (or a DDSL) will have to balance the victim's wishes against their duty to protect the victim and other children. If the DSL (or a DDSL) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered. The School should also understand intra familial harms and any necessary support for siblings following incident (KCSIE, 2024).

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. As a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. Schools should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

Risk Assessments

When there has been a report of sexual violence, the DSL or DDSL should make an immediate risk and needs assessment; this should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm, and
- the time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded on MyConcern and should be kept under review. The DSL or DDSL should ensure they are engaging with local authority children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The School risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the School's approach to supporting and protecting their pupils and students and updating their own risk assessment.

(Taken from KCSIE, 2024).

Advice on behaviour in schools is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair. Advice can be found from: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England.

Keeping Children Safe in Education Toolkits

Please follow this link to KCSIE and see the Toolkits information on pages 168-169.

Further advice on child protection is available from:

NSPCC: www.nspcc.org.uk

Childline: www.childline.org.uk

CEOPThinkuknow: www.thinkuknow.co.uk

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

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

TES: www.tes.co.uk

Harmful sexual behavior

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected, to inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour." The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

When considering harmful sexual behaviour, ages, and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. See NSPCC: Harmful sexual behaviour for more information on what is harmful sexual behaviour.

Detailed advice on harmful sexual behaviour is available from the specialist sexual violence sector: contact Rape Crisis or the Survivors Trust for details of the nearest centre. NICE guidance for advice on, amongst other things: developing interventions; working with families and carers; and multi-agency working. The University of Bedfordshire has developed a range of resources to support schools and colleges to address harmful sexual behaviour, see: HSB Resources. The Brook sexual behaviours traffic light tool can help when considering harmful sexual behaviour.

It is effective safeguarding practice for the DSL (and the DDSL) to have a good understanding of harmful sexual behaviour. This could form part of their safeguarding training. This will aid in planning preventative education, implementing preventative measures, drafting, and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding.

Harmful sexual behaviour **can,** in some cases, progress on a continuum. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

In the case of reported child on child sexual violence or sexual harassment the guidance in KCSIE, 2024, Part 5 should be consulted and its guidance followed. The DSL will need to undertake a risk and needs assessment considering the victim, the alleged perpetrator and other children or Staff at the school and act accordingly.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All Staff, but especially the DSL (or DDSL) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Children with special educational needs and disabilities

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

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

Further information can be found in:

· SEND Code of Practice 0 to 25 years, and
· Supporting Pupils at School with Medical Conditions.
And from specialist organisations such as:

· The Special Educational Needs and Disabilities Information and Support Services (SENDIASS).
· Mencap – Represents people with learning disabilities, with specific advice and information for people who work with children and young people

NSPCC- safeguarding children with special educational needs and disabilities (SEND)

NSPCC- Safeguarding child protection/deaf and disabled children and young people

Appendix D: Advice to Staff on Radicalisation

Based on advice from Wandsworth Family Information Service.

Here, you can find information about how to spot the signs of somebody being radicalised or being at risk of radicalisation and what to do if you suspect that somebody *is being* or *has been* radicalised.

Radicalisation – definition

Radicalisation is a process where a person begins to adopt extreme political, religious, or social view(s) and through these, engage in extremist activity leading to criminal acts or acts of terrorism. Their views will often be formed through misguidance, misunderstanding, jealousy, anger, a 'sense of injustice,' resentment or fear.

Common threats

Islamist extremism

Groups like Al-Qaeda, Al-Shabaab and Islamic State (ISIS/ISIL) spread messages of hate towards the West and attempt to recruit young people worldwide to join their cause.

They use propaganda and misguided religious scripts to justify what they do. However, these groups are **not** representative of the Muslim population and **do not** follow the true teachings of Islam.

Methods of recruitment:

These groups will often use the internet as a tool to spread propaganda through literature, image, and video. They cite 'Islamic values' as a reason to reject Western society and will often use photographs of dead or injured children and blame Western governments to gain sympathy.

These groups are known to target and groom young people throughout Europe using social networks like Twitter or instant messaging services like Snapchat and WhatsApp. ISIS has been known to encourage young women in London to travel to Syria and marry male Islamic state fighters with a promise of living in a society with 'religious values' at the heart of it.

Young people are brainwashed to believe that they can be part of a worldwide Islamic movement – *a caliphate* and that a place in paradise is guaranteed for them, as 'soldiers of a religious war.'

Far-right extremism:

Groups like the English Defence League (EDL), Britain First and Combat 18 spread messages of hate and encourage violence against groups of people such as migrant or religious communities.

These groups use false or manipulated statistics and propaganda to justify their beliefs and actions.

Methods of recruitment:

These groups target young people who come from an economically and socially deprived background. Like Islamist extremist groups, they also use social networks to spread propaganda and hate. Commonly these groups hold meetings amongst their members and encourage further recruits to join them. Football hooliganism is closely linked to far-right extremism.

The process of radicalisation

People can be radicalised by:

- **Engaging** with propaganda material on certain websites, forums, blogs, and content that they find on or offline which spreads messages of hate or discourages peace
- **Misunderstanding** or holding a misguided view on other people and communities, religious scriptures and texts or political manifestos and policies
- **Feeling** resentment, jealousy, anger, or a sense of injustice towards another individual, a group of people, or against a political or religious groups.

Radicalisation through grooming, and who is most likely to be radicalised:

Very commonly with young people who are radicalised, they come across extreme individuals who groom them into adopting radical views. These people manipulate the young person by using emotional triggers to engage with them, often during a time of hardship for that person; targeting somebody who for example:

- is grieving the loss of a loved one;
- has failed school, college, or university;
- suffers from emotional difficulties or other mental health issues;
- struggles to make ends meet, financially;
- feels that they have no prospects or purpose in life;
- is neglected, disowned, or feels unloved by their family;
- struggles to make friends or fit in with the community;
- has tried and is failing to find a job;
- has been involved in some kind of criminal behaviour;
- has served or is serving time in prison.

People who belong to any of the above categories are at a higher risk of radicalisation, but this does not mean that what seems to be a perfectly sane person who is doing well in their career and is loved by their family can't be radicalised or begin to hold extreme views.

Anybody, from **any** background could become radicalised.

Once radicalised, the person could:

- encourage or take part in rioting or other public order offences such as football hooliganism and violence ;
- engage in criminal activity - either individually or in a group/gang ;
- take part in or abet hate crime – targeting somebody or a group of people because they are 'different';
- spread messages of hate and radicalise or attempt to radicalise others ;
- create fear amongst communities and discourage peace and harmony;
- plan, aid or abet a **terrorist attack** – either nationally or internationally.

How to spot the signs of somebody being radicalised

Different people display various signs of radicalisation. Some people can hide it so well that they are indistinguishable from anybody else, making it hard to identify them as radicalised and understand what their intentions are or could be.

The following are some signs that could mean somebody could be at risk of radicalisation or is going through a radicalisation process:

Physical changes:

- Sudden or gradual change in physical appearance;
- Sudden or unexpectedly wearing religious attire;
- Getting tattoos displaying various messages;
- Unexpectedly growing a beard;
- Unexpectedly shaving their head (skinhead);
- Possesses unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person).

Social changes:

- Cuts ties with friends, family, or community;
- Starts to become socially withdrawn ;
- Becomes dependent on social media and the internet;
- Begins to associate with others who hold radical views;
- Bullies or demonises other people freely;
- Begins to attend rallies and demonstrations for extremist causes;
- Associates with known radicals;
- Visits extremist websites, networks, and blogs.

Emotional and verbal changes:

- Begins to complain, often with anger, about governmental policies, especially foreign policy;
- Advocates violence or criminal behaviour;
- Begins to believe in government conspiracies;
- Exhibits erratic behaviour such as paranoia and delusion;

- Speaks about seeking revenge;
- Starts to exhibit extreme religious intolerance;
- Demonstrates sympathy to radical groups;
- Displays hatred or intolerance of other people or communities because they are different.

Things to consider before assuming that somebody has been radicalised:

Not everybody will share the same view or opinion. Holding a different view – religious, social, or political, does not mean that somebody is radical. The concern is when somebody, with an extreme view, acts, or intends to act, upon their view(s) in a way that is harmful to themselves or others. Even if they do not intend to act upon their view, extreme views that are based on lies and misguidance can be extremely damaging to somebody's mental health.

You should always use your professional judgment about somebody and if in any doubt seek advice.

What to do if you suspect that a pupil at Ibstock Place School is being or has been radicalised?

Radicalisation is a **safeguarding** matter. Follow the safeguarding procedures set out in the Child Protection and Safeguarding Policy and report your concern to the DSL.

If necessary, you can call the relevant Children's Services direct (for example, if neither the DSL or DDSL are in School, and the concern cannot wait until the next day). You have the contact numbers on your Key Information Cards, on the Key Information Posters and in the Child Protection and Safeguarding Policy.

Why it is important to seek help at an early stage:

If somebody is going through a radicalisation process, they are most likely victim to a form of grooming. They are extremely vulnerable to being encouraged or forced to do something that they would not otherwise do, often some form of criminal activity, by those who are influencing them.

Those that have been radicalised pose a risk to both themselves and to society. In extreme cases they are a national and international security threat with the potential to cause serious damage and harm.

Radicalisation is fuelled by misguidance, misunderstanding and hate. It is extremely important that anybody who is at risk of radicalisation or is beginning to become radicalised is offered help before they commit a crime.

Reluctance to report a young person:

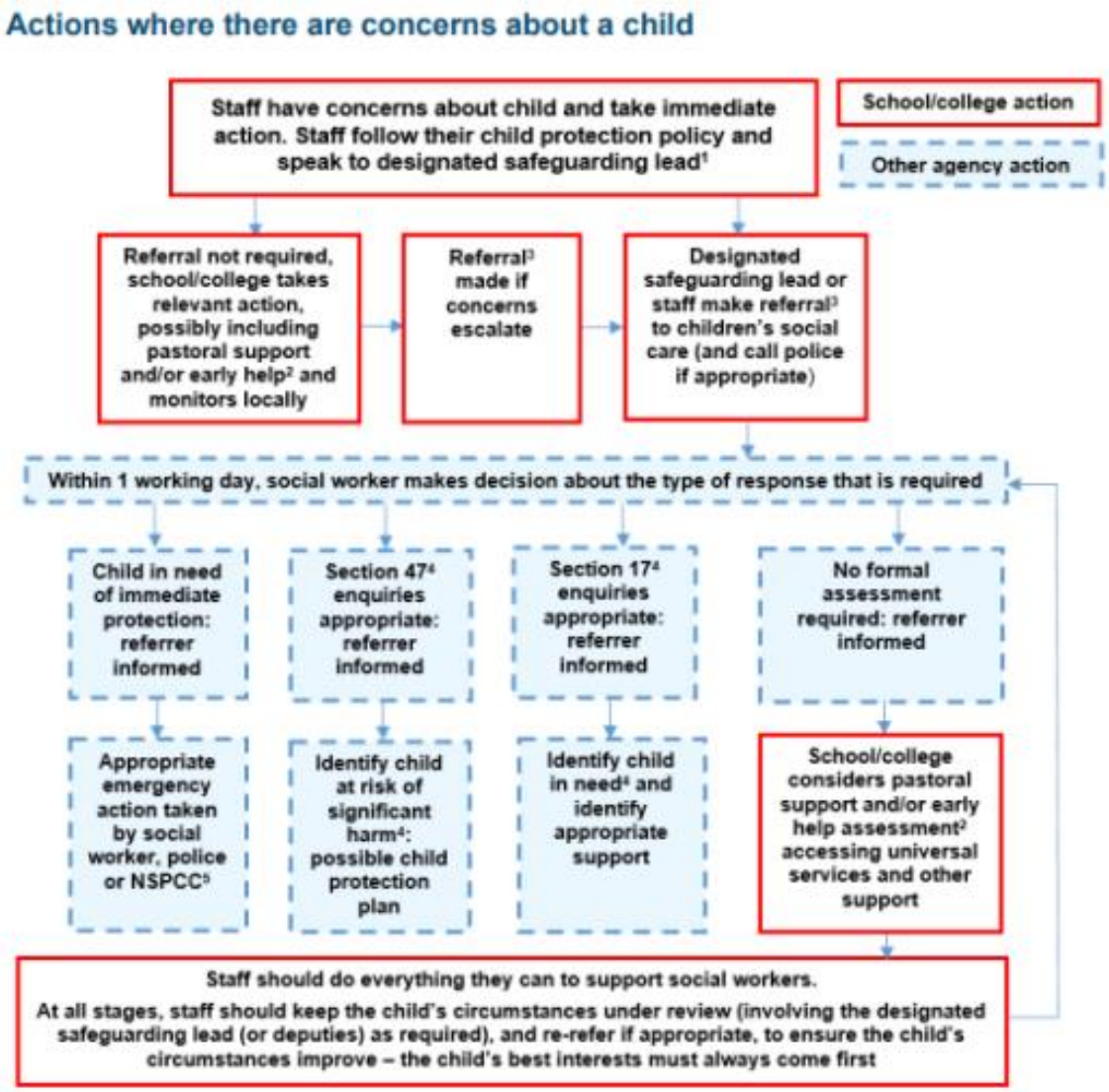
Sometimes it can be hard to decide about whether to report a young person who you suspect may be at risk of radicalisation as there is a worry that the person will be criminalised. But, unless a crime has been committed, there will be no arrest and prosecution.

While the possibility of arrest and prosecution if a crime is committed cannot be ruled out, the purpose of referring a young person to the Multi Agency Safeguarding Hub (MASH) is so that a safeguarding plan can be tailored around the individual about whom you are concerned.

These plans can help to identify safeguarding issues like mental health problems or trouble at home, which can be the reason behind that person's vulnerability to radicalisation. Where issues are identified, the correct help can be found for them – before they put themselves or somebody else in danger.

Is somebody at immediate risk of harm? Call: 999

35. Appendix E: Flowchart of actions where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

[5] This could include applying for an Emergency Protection Order (EPO).

36. Appendix F: Safeguarding children from serious youth violence and knife crime

One of the key issues causing a high level of concern nationally (and particularly in London) is the increase in knife crime and other forms of serious youth violence.

There is growing evidence of the strong links between children going missing, serious youth violence, gang affiliation, criminal and sexual exploitation which highlights the importance of safeguarding and targeted intervention with these groups of young people.

It is important to remember that knife crime does not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities.

As a school we will ensure that Staff members are provided with training in these issues so that they have the knowledge and skills to recognise signs that a pupil may be vulnerable to, or potentially becoming involved in, violent behaviour or knife crime.

We will ensure that all Staff are aware of the processes to be followed in the event of a serious incident involving a pupil or pupils of this school.

We will ensure that our DSL and other key Staff have received an appropriately enhanced level of training to respond effectively, take the appropriate actions and are able to support other Staff members in following the expected processes.

We will ensure that systems are in place to provide effective support to any pupils (or family members of a young person e.g., siblings) who have been victims of a serious incident or involved in a serious incident (as a witness or participant).

We will provide support to any Staff members who have been affected by a serious incident.

We will review our curriculum regularly and ensure that our pupils are provided with robust input in relation to the risks of becoming involved in gangs, carrying weapons, and getting involved in criminal activities. We will ensure this curriculum input is in line with national and local guidance, is age and level-of- understanding appropriate for our pupil cohort and will engage external contributors to provide this input where that is relevant or appropriate.

Pupils will be made aware of the dangers of grooming and criminal exploitation and how to safeguard themselves.

When concerns are emerging about any pupil or group of pupils, we will make referrals to relevant and appropriate Early Help / Intervention Services.

If serious incidents or concerns arise, referrals will made as appropriate to specialist services (e.g., Social Care, Police and Health, including CAMHS).

The School will raise awareness with parents / carers about the dangers of grooming and criminal exploitation and parents / carers will be given advice and strategies to support them in keeping their children safeguarded.

Where there are concerns about a child or young person, their parents will be signposted to appropriate services who can work with their family to provide support and reduce risk.

We understand the need for robust multi-agency working when these instances occur and will fully engage as a school with other agencies in the Local Safeguarding Children Partnership and contribute to effective information sharing processes.

Information will be routinely and mutually shared between the School and other safeguarding partners, including the Metropolitan Police for the purpose of safeguarding children and young people.

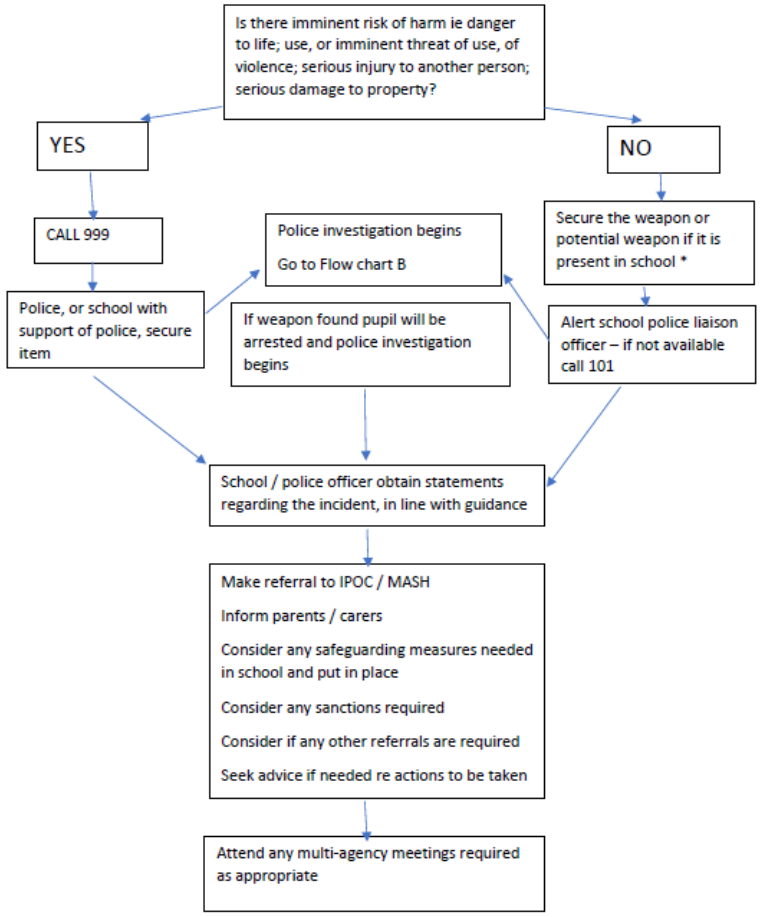
We recognise the complexity of the backgrounds and circumstances for some young people and that exclusion from school/education is a key factor in increasing the vulnerability of young people to possible exploitation or risk.

We will therefore ensure that any decisions about exclusion or managed move should balance the needs of the individual child or young person, and the safeguarding of other pupils / Staff in school, as well as the safety of any other individual pupil who may have been harmed or placed at risk by the behaviour of another.

The Behaviour Management Policy of the School reflects the practice set out in the DfE statutory guidance and the LA strategic response to permanent exclusions.

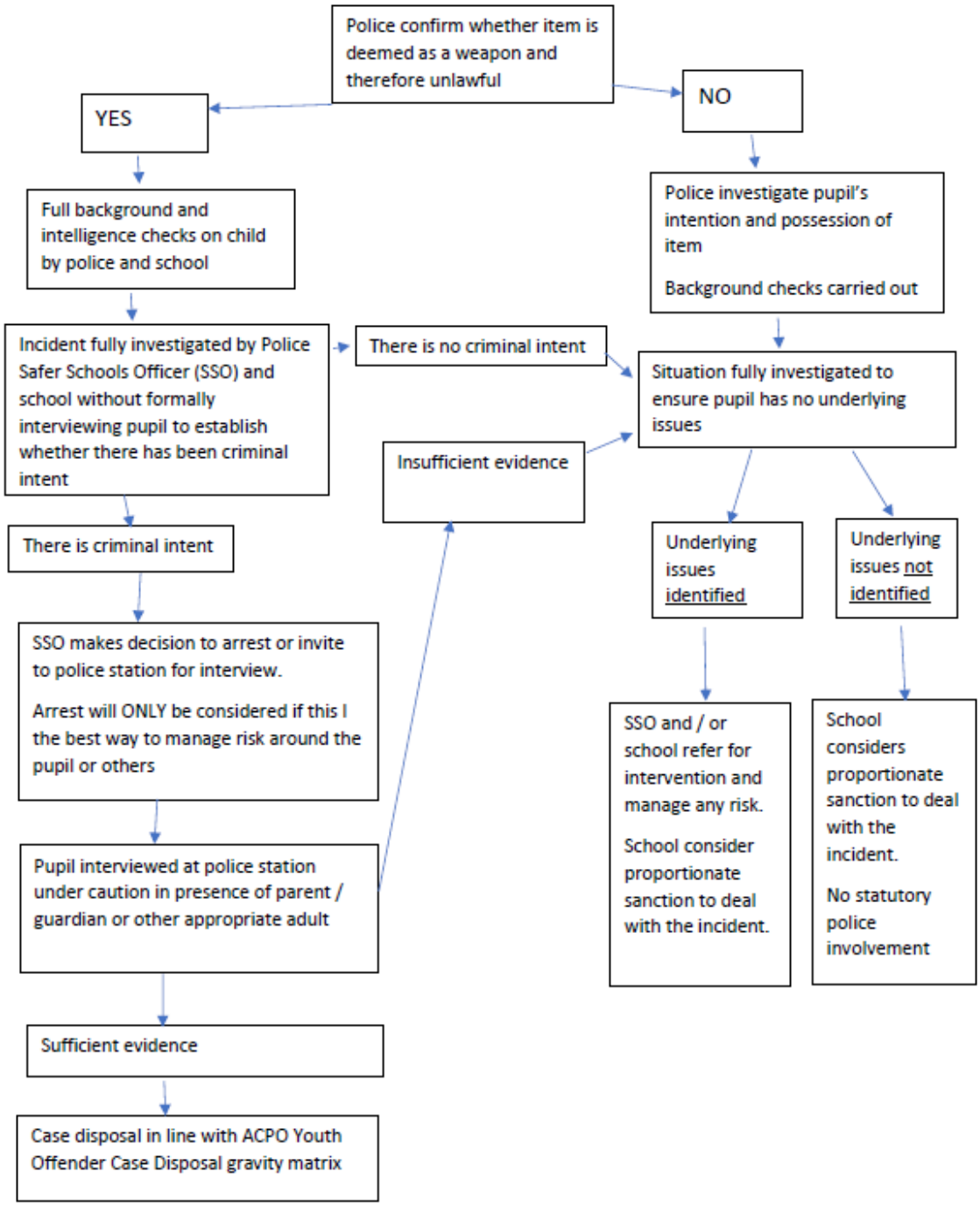
The following flow charts explain the processes for schools in relation to various aspects of serious youth violence and knife crime:

Flow Chart A – pupil has a weapon or is believed to have a weapon

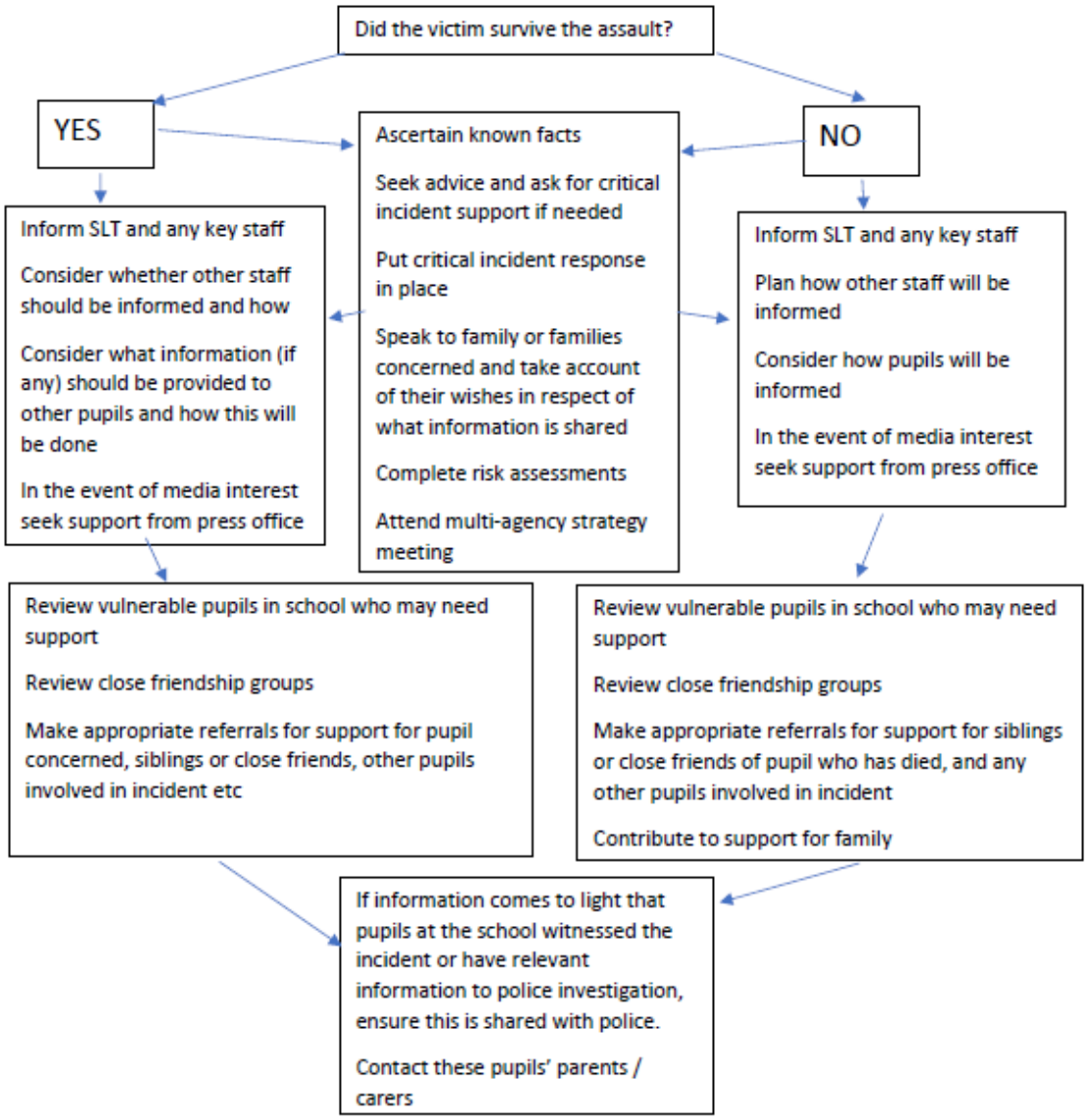


*Please note: if a weapon is being secured it is important that it is not directly touched if possible. Police can supply a kit box with weapons tubes, gloves etc. Locations may also need to be searched in case a weapon has been secreted or ditched. Any pupil suspected of having a weapon should be closely monitored until search can take place.

Flow Chart B - actions police will take once informed of a school related weapon incident



Flow Chart D – a pupil (or young person with close ties to a pupil) at the school is victim of serious violence / knife crime



Appendix G: Table of substantive changes from September 2024

Changes KCSIE 2024	Prep policy	Additional comment
Part 1		
Definition of safeguarding updated	Page 6	
'Early Help'- additional wording to reflect revisions from 'Working Together'	Page 15	
Abuse and Neglect, addition of the work 'exploitation'	Pages 7, 14, 16, 18, 41	
Indicators of abuse and neglect- additional text included	Pages 14 and 17	
Change of wording from 'deliberately missing education' to say 'unexplainable and/or persistent absences from education'	Page 18	
Part 2		
Paragraph on Data Protection Act 2018 and UK GDPR updated to comply with DPA/UK GDPR requirements	Page 11	
Link added to NSPCC advice on protecting children with SEN	Page 73	
Paragraphs added on 'children who are lesbian, gay, bisexual or questioning their gender'	Page 27	
Part 5		
Changes to Early Help paragraph	See above- no need for double. Page 15	
Annex B		
'Children and the Court System'- two age-appropriate guides added.	Page 58	
'Preventing Radicalisation'. Definition of radicalisation updated. Additional intro.	Pages 65 and 66	Disclaimer added below section as this may be subject to change due to definitions not being finalised.
Annex C		
'Holding and Sharing Information'- further guidance added about rationale for making decisions	Added page 12	

Other notable changes within Prep policy:

All reference to Keeping Children Safe in Education has been updated to 2024 with hyperlink.

All links have been shortened to KCSIE, 2024.

Updates to some links and agencies in Appendix B.

Updates to names and contact details within school and external agencies.