



Newfield Primary Child Protection Policy

September 2018

Every school and college must have a Designated Safeguarding Lead (DSL)

Designated Safeguarding Lead : **Sarah Bolt** (Headteacher)

Deputy Designated Safeguarding Leads - all Level 3 trained staff.

- **Rebecca Grant** (Family Support Worker)
- **Selena Chin** (Inclusion TA)
- **Ernest Ohene** (Inclusion TA)

Safeguarding Governor: **Narinder Nathan**

Policy adopted by Governors: 4th October 2018

Written in line with the following guidance:

- Keeping Children Safe in Education September 2018 (KCSIE September 18)
- Working Together to Safeguard Children July 18
- Prevent Duty Guidance June 2015

Referral should be made to: Brent Family Front Door
020 8937 4300

The LADO can also be contacted via **020 8937 4300**

Further advice NSPCC, Brent LSCB

Safeguarding is everyone's responsibility

Safeguarding is everyone's responsibility



Newfield Primary School Child Protection Policy

Introduction

It could happen here.

The governors and staff of Newfield Primary School fully understand the contribution they make to the safeguarding of children. We recognise that all staff, teaching and non-teaching, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, emotional and moral development of the individual child.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. All professionals should make sure that their approach is child-centred. Everyone must consider, at all times, what is in the **best interests** of the child.

Safeguarding and promoting the welfare of children is defined as:

- **Protecting children from maltreatment**
- **Preventing impairment of children's health or development**
- **Ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
- **Taking action to enable all children to have the best outcomes**

(KCSIE 2018)

Children includes everyone under the age of 18.

Teachers' Standards (2012)

Teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Other Policies

Staff should also be familiar with and follow the guidance in the following policies:

- Behaviour for Learning Policy
- Staff Code of Conduct
- Children Missing in Education Guidance
- Keeping Children Safe in Education September 18 (Part 1 is given to all staff)
- Working Together to Safeguard Children September 18
- E Safety Policy
- Anti- Bullying Policy
- Control and Restraint Policy
- Whistle Blowing Policy
- Intimate Care Policy

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Aims of the Policy

- To ensure that all pupils are safe and free from significant harm and are able to develop their full potential.
- To ensure that safeguarding procedures are clear to all staff. Protection of vulnerable children is vital and procedures must be used by all staff consistently in order to be effective.
- To make staff aware that the responsibility for the protection of pupils is shared equally **by all members of staff**.
- To ensure that all members of staff can follow the referral process to social care if necessary and to ensure that all staff support social care and other agencies following a referral being made.
- **For all staff to be aware of when a child may benefit from early help. Early help means providing support as soon as a problem arises at any stage in the child's life. In Brent that constitutes requesting an Early Help Assessment.**
- To reflect the caring ethos of the school, recognising that the needs of the child are paramount.
- To ensure that staff are aware of what constitutes child abuse.
- To promote the importance of working effectively with other relevant agencies.
- To support the child's development in ways that will foster security, confidence and independence
- To ensure that the curriculum is used as a tool to promote safeguarding across the school.
- To provide a systematic means of monitoring children known to be or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop and promote effective working relationships with other agencies, especially Social Care and the police.
- To ensure that all adults who work within the school environment have a full and current DBS check and other pre-employment checks in order to ensure that their suitability for working with children is confirmed.
- To ensure all members of the school community are treated with dignity and respect.

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Recognising Abuse and Neglect

Always adopt a child centred approach and act in the best interests of the child.

It is the responsibility of all members of staff to make the DSL or Deputies aware if they have concerns that a child may be suffering from abuse or neglect, using the procedures described in Newfield Primary School Child Protection Procedures (**Appendix 1**). The sequence of events that follows a concern or referral to the Designated Teacher is depicted in the flow charts in **Appendix 4**.

A person may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children and young people may be abused in a family or institutional setting, by those known to them, or by a stranger.

There are four categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. **Appendix 2** describes in detail what constitutes each type of abuse and risk indicators of each type of abuse.

Vulnerable Pupils

Teachers must ensure the health, safety and well-being of all pupils, but must be especially vigilant in monitoring the most vulnerable pupils in the school community including those who are Looked After or Care Leavers and those who have Special Educational Needs or a Disability.

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Newfield Primary School Procedures: School Referrals

- Staff must follow the procedures stipulated in **Appendix 1**. Copies of these procedures are kept in RM Staff/ Everything Else/ Safeguarding. Paper copies of the policy, procedures and guidelines are available in the school office, the Photocopying Room, in the Staff Information Folders in the Staff Room and and the Teachers' Room.
- If staff have any concerns about a child's welfare they should **act immediately** by following the school's child protection procedures (**Appendix 1**).

Upon receiving a referral the DSL or Deputies will follow one of the following options:

- Manage support for the child internally using the school's own pastoral support processes.
- Request an early help assessment.
- **Make a referral to Brent Front Door for statutory services by calling Brent Front Door on 020 8937 4300. This is followed by an online referral form. See Brent LSCB.**

Brent Front Door 020 8937 4300

- All concerns, discussions and decisions about a referral must be put in writing by staff and the DSL.
- **Staff must always act in the best interest of the child and must adopt the attitude that, "It could happen here."**
- If staff are in any way unsure of what to do they must talk to the DSL or one of the Deputies immediately.
- Wherever possible the wishes of the child must be taken into account, but the safety of the child must be paramount in any decisions made.
 - When a child discloses possible abuse to a member of staff, the child must be reassured that the school will endeavour to keep them safe. The child must be informed of what the member of staff will do next, explaining school procedures in a way that is appropriate to the age and understanding of the pupil. Children should be kept informed of subsequent actions and outcomes, wherever possible.
 - Whilst taking into account the child's wishes, **staff should never suggest that they can keep any information secret.**
 - Statements about or allegations of abuse or neglect made by children must always be taken seriously.

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- Staff should never voice any opinions about the alleged abuse or abuser.
- **Staff should not ask any leading questions or prompt pupils to disclose information, but they should try to gather as clear a picture as possible of what exactly the child is saying has happened.** Wherever possible staff should try to keep accurate notes of exactly what pupils have disclosed. Ideally this will be on a school referral form but if not it should be typed or hand written quickly on A4 paper. Staff should always record exactly what pupils have said, not add their own interpretations of events or re-word what children have said. Some cases of abuse result in criminal investigations and it is essential that these cases are not compromised in any way.

Making a school referral: who, when, where, why, what, how?

- Referrals cannot be made based on hearsay or gossip or via someone else. If a member of staff relays a child protection concern to you, you must direct them to the DSL or Deputies to report the concern **themselves**. If a parent or community member relays a child protection concern, advise them to either contact social services themselves through the Brent Front Door (020 8937 4300) or direct them to the Safeguarding Team.
- **Staff members can and should make referrals to Brent Front Door directly themselves and they should do so if they feel that a child is at immediate risk. The contact number is 020 8937 4300 or in emergencies call 999. In school referrals will generally be made by the DSL or Deputies.**
- **In school the person that the child makes a disclosure to must be the person that informs the DSL of the allegation. Do not presume that someone else will make the referral- always report it yourself.**
- Any member of staff who does not report an allegation of abuse that they are aware of may be subject to disciplinary action.
- Staff must be vigilant in looking for signs of radicalisation or extremism in pupils at the school or people that they associate with and safeguard them from this harm as they would other any safeguarding issue that they have concerns about.

If in the unlikely event of the DSL and all 3 Deputies not being in school, staff should contact a senior member of staff for advice or make a referral themselves. The referral process must not be delayed. The key adult to contact if the DSL and 3 Deputies are not in school will be named on the Information Board.

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Early Help

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

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

Statutory Assessments

Children in Need

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

Children in need may be assessed under section 17 of the Children Act 1989. (KCSIE Sept 18)

Children Likely to Suffer Significant Harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation. (KCSIE Sept 18)

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What will the Local Authority do following a referral from the school?

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- | |
|---|
| <ul style="list-style-type: none">• the child requires immediate protection and urgent action is required |
| <ul style="list-style-type: none">• whether the child is in need, and should be assessed under section 17. |
| <ul style="list-style-type: none">• any services are required by the child and family and what type of services; and further specialist assessments are required in order to help the local authority to decide what further action to take. |
| <ul style="list-style-type: none">• The referrer should follow up if this information is not forthcoming• If social workers carry out a statutory assessment school staff must do all they can to support that assessment.• If the child's situation does not improve after a referral, the referrer should consider following local escalation procedures to ensure that their concerns have been addressed and that the child's situation improves. |

Specific Safeguarding Issues – see Appendix 3

Staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger as well as the specific areas below. More details of specific safeguarding issues to be aware of are available in Annex A of KCSIE attached to this policy.

Female Genital Mutilation (FGM)

Appendix A gives specific advice on how to recognise signs of Female Genital Mutilation and honour killings. This is particularly relevant in our school community and staff need to be vigilant in monitoring for signs of FGM in girls in the school.

There is a specific legal duty on teachers to report that an act of FGM has been performed on a girl under the age of 18 directly to the police.

E Safety

E Safety is a priority for the school. Increasing numbers of pupils can access technology outside of school and often put themselves at risk by accessing inappropriate sites for their age or by failing to protect themselves online. Vigilance of staff and the education of pupils and parents is paramount in combatting this. More details of specific safeguarding issues to be aware of are available in Annex C of KCSIE attached to this policy.

Please see the E Safety Policy and Staff Code of Conduct.

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Record Keeping and Information Sharing: Why is it important?.

Research from Serious Case Reviews identify the following areas as common reasons for children not receiving the correct help and for situations escalating:

- Failing to act on and refer early signs of abuse & neglect
- Poor Record Keeping
- Failing to listen to the views of the child
- Failing to re-assess concerns when situations do not improve
- Not sharing information
- Sharing information too slowly
- A lack of challenge to those who appear not to be taking action.

If any member of staff is concerned about the lack of rigour in the school's child protection procedures they should alert the Headteacher in the first instance; or if this is not effective they should follow Whistleblowing Procedures- see Brent Whistleblowing Policy.

NSPCC Whistleblowing helpline 0800 028 0285

8.00 a.m. to 8.00 p.m. Monday to Friday.

It could happen here.

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The Role of the Designated Safeguarding Lead

- The DSL is also responsible for creating internal procedures, which conform to the LCSB guidelines and Keeping Children Safe in Education. She is responsible for ensuring that staff comply with these procedures. Staff in this instance refers to all those who work in the school on a paid or voluntary basis.
- The DSL will lead the wider Safeguarding Team and ensure that communication is effective within the team, with clear information sharing protocols and regular team meetings.
- The DSL or Deputies will refer concerns to Social Care as soon as possible after they are made and will manage subsequent communication with social services.
- Refer all cases of suspected abuse by a member of staff to the local authority children's social care and to the local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member) following Brent LSCB guidance. **This can only be done by the Headteacher, not the DSL Deputies.**
- Oversees the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child).
- Liaise with the Police (in cases where a crime may have been committed).
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- The DSL and Deputies will monitor the attendance and development of children whose names are on the Child Protection Register and will inform Social Services of any proposed or actual changes to the child's school placement.
- The DSL and Deputies will ensure that all relevant information about a child is disseminated securely and confidentially to appropriate staff in the school.
- The DSL and Deputies will maintain accurate and secure child protection records and will send complete records to receiving schools.
- The DSL and Deputies will liaise with Social Services and attend Review Meetings, Core Group Meetings, Strategy Meetings and any other meetings necessary so far as her teaching timetable allows. The Headteacher will attend all Strategy meetings regarding allegations against staff.

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Training for Designated Staff

The DSL and Deputies should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how 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
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

- Understand Prevent training and support staff in tackling extremism and radicalisation.

- The designated safeguarding lead should ensure the school policies are known and used appropriately:
- Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing boards regarding this
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

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Staff Induction

- All staff new to the school will receive safeguarding training from the DSL or one of the deputies. As part of the Induction process new staff will be informed of the referral process and all relevant policies will also be shared (see page 2 of this policy):

Staff Training

- There will be annual whole staff training for Child Protection each academic year, with updates, memos and reminders throughout the year.
- All new members of staff will receive training in Child Protection from the Safeguarding team.
- If staff wish to undertake further relevant Child Protection training they should contact the Headteacher.
- Staff are all provided with a copy of Part 1 of KCSIE Sept 18. This they have read as a part of their training.
- All staff sign a Contact Form to state that they have had relevant Child Protection training.
- The Headteacher has attended Prevent Training.

Looked After Pupils

- Children are considered Looked After if they reside with foster carers or with family members who are not their birth parents. The DSL will make sure that relevant staff are aware of the legal status of Looked After pupils and any arrangements that are in place with the birth parents.
- The DSL or Deputies will ensure that she knows the name of the social worker for any Looked After child and the named contact at the Virtual School.
- The DSL will be responsible for overseeing or delegating all support for Looked After children in school and for liaising with foster carers, social workers and all other professionals.
- The DSL or Deputies will attend all meetings for regarding Looked After pupils wherever possible or delegate the role to one of the Deputies.
- Staff will be informed if there is a child who is Looked After child in their class. They will be expected to attend educational review meetings to discuss the child's performance in school with other professionals. They will also be expected to set targets for the child and to monitor the child's progress towards attaining these targets.

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Allegations of Abuse Made Against Other Pupils

All allegations of abuse about another pupil should be referred to the DSL following the same procedures as for other allegations. Peer on peer abuse of any kind is never accepted and staff treat all incidents seriously.

DBS and the Single Central Record

- The Designated Teacher will oversee the requests for DBS information. The Single Central Record at Newfield is kept by Diana Alveranga.

Pupils on the Child Protection Register

- Teachers must be vigilant in monitoring the progress of all pupils in their class who are on the Child Protection Register. They must alert the DSL if there are significant changes in behaviour in the pupil or if the home circumstances change. Written notes should be kept and promptly passed to the Designated Teacher if there are concerns about a pupil.

Parental Involvement

- It is essential that the school maintains positive working relationships with parents at all times.
- Once a referral has been made to the DSL from a member of staff, she will contact social care for advice on whether parents can be informed of the referral. Wherever possible parents will be informed that a referral is going to be made or has been made. It will always be the DSL who speaks to parents about a referral.
- **A referral must be made to Social Services if there are signs that a child under the age of 18 or an unborn baby is experiencing or may have already experienced abuse or neglect or is likely to experience harm in the future.**
- The law empowers anyone who has actual care of a child to do all that is reasonable to safeguard his / her welfare. A teacher may, for example, take all reasonable steps to protect a child from an aggressive parent.
- Formal referrals from named professionals cannot be treated as anonymous, so the parent will ultimately become aware of the identity of the referrer.
- Wherever possible staff should keep accurate written notes of any conversations had with parents.

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Confidentiality

- **Staff should strive to ensure that the confidentiality of information regarding parents and pupils is respected at all times.**
- Whilst it is necessary for staff working directly with a child to be made aware of the nature and circumstances of disclosures and social care investigations, there will rarely be a need for the whole staff to be made aware of the details of these issues. In some cases the whole staff may be made aware of certain circumstances, for example if a parent is not allowed access to a child.
- All Child Protection information must be treated as confidential within the school and should not be discussed with any third parties, including other members of staff who do not need to know the details of the case.
- **If staff have been made aware of an investigation they must never raise it with a child, particularly in a public place or seek to interview the child regarding the case unless specifically requested to do so by Social Care.**
- Administrative staff will need to take messages from Social Care and will therefore become aware of the names of children and families who are being supported by Social Care They do not need to be aware of any further information regarding the case and should direct callers to the DSL.

Sharing Information with Other Agencies

- Educational staff have a professional responsibility to share information with protective agencies such as Social Services and the Police in the matter of child protection.
- The Data Protection Act 1998 allows information to be shared for the administration of justice and to protect the vital interests of the data subjects.
- The Children Act 2004 outlines the duty to safeguard and promote the welfare of children and the duty to cooperate.
- The Data Protection Act 2018 and GDPR allow for the sharing of information that promotes and safeguards the welfare of children.

See *Working Together to Safeguard Children 2018 pp 20 and 21*

Communication

- Staff must communicate with the DSL if any child protection issues arise as outlined in this policy.
- Staff must be proactive in seeking information about children in their class who are on Child in Need plans or who are on the Child Protection Register from the DSL if they do not feel they have sufficient information about the child.
- The DSL will meet with Classteachers at the beginning of the academic year to discuss any child who is on the Child Protection Register or on a Child in Need Plan or who may have been in need in the past, or children who have been referred and where no abuse has been discovered.
- The DSL will communicate and inform staff of the actions and outcomes of investigations and changes in circumstances of pupils on the Child Protection Register.
- Classteachers will be asked to submit reports on children on the Child Protection Register for review meetings, giving details of attendance, academic progress, personal development and any concerns about the child. These reports must be submitted to the DSL by the given deadline.

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The Curriculum: Safeguarding and Prevent

- The curriculum should be used as a tool to promote the pupils' understanding of how to keep themselves safe and of what is and what is not acceptable behaviour. It should also encourage them to voice any concerns they have in an effective way. Work on Citizenship should promote the values of good decision-making and prepare pupils for life as adults and possibly as parents themselves. This work will be predominantly through the teaching of P.S.H.E., but also through other subjects such as English, Science etc.
- The curriculum is a powerful tool to promote the spiritual, cultural and moral development of pupils and to support the promotion of British values, including providing a challenge to extremist views. The key themes of democracy, tolerance and harmony are all crucial in helping to combat extremist views in young people.
- Staff should use the curriculum to promote an awareness of safeguarding, including the importance of e-safety. PSHE is a powerful tool to address aspects of safeguarding and to remind pupils of the importance of keeping themselves safe both on-line and in everyday life.

Please also Appendix A of KCSIE, the Prevent Policy and the E Safety Policy.

Recruitment of Staff

- All new members of staff are vetted using a range of pre-employment checks to ensure that they are safe to work with children- including using the DBS process.
- Supply Agencies are responsible for ensuring that DBS and other pre-employment checks have been carried out.
- The school employs Safer Recruitment procedures when recruiting new members of staff (See Brent Recruitment & Selection Policy).

Allegations Against Staff

- All allegations made against members of staff or other adults working voluntarily or otherwise in the school, must be referred to the Headteacher. Allegations made about the four types of abuse detailed in **Appendix 2** and physical punishment or restraint, other than that permitted by law or guidance issued by the government, must be referred as and treated as abuse.
- If the allegation is made about the Headteacher, it should be referred directly to the governing body, to the Chair of Governors, Narinder Nathan.
- Both the Headteacher and the Designated Governor should contact the LA's named Local Authority Designated Officer (LADO) in the event of any allegation being made against a member of staff or the Headteacher.
- The recipient of an allegation should not determine its validity and failure to report it in accordance with procedures could be a potential disciplinary matter.
- All disciplinary proceedings must be clearly separated from child protection procedures. Child protection enquiries take precedence over disciplinary investigations.
- Contact details for the LADO can be obtained from Brent Front Door 020 8937 4300.

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Keeping Staff Safe from Allegations- Good Practice

- All staff working at Newfield wear school ID badges at all times. Temporary staff are given badges to wear throughout their time at the school. School Governors also wear ID badges.
- Any home visits are always undertaken by at least 2 members of staff.
- Where possible 2 adults will be present if staff have to drive pupils in their cars. Staff must have business insurance to take children in their car.
- If a parent is angry or distressed with school staff, the Headteacher (or another member of the SLT) will be called immediately. Do not try to deal with the situation yourself.
- Staff will not share email addresses, mobile phone numbers or social networking details with pupils or parents.
- Wherever possible do not work alone with a pupil where no one else can see you.
- In sensitive medical situations (e.g. lifting clothing to examine an injury) two members of staff should be present.
- Two members of staff must be present when any intimate care is given.
- Follow the school's Behaviour for Learning Policy when dealing with challenging pupils or in difficult situations. Request help from a colleague if you need it.

Safe Touch

- At Newfield we believe that at times it is appropriate to use safe touch with pupils including when they are distressed or angry and need reassurance. Safe touch means wherever possible that there are always other adults present when comfort is given. The following guidance is not exhaustive, but indicates good practice:
- At Newfield we believe it is appropriate to support a child who is upset or distressed by giving them a "helping hug" (one arm around the shoulder). We believe it is appropriate to be friendly towards pupils and we may also greet them and congratulate them with a "helping hug" Hugs are given sideways on, not front to front
- Staff hold pupils hands to lead them from one place to another.
- Contingent touch on the shoulder or an arm around the shoulder can be used for reassurance and is the form of touch most commonly used
- Younger children (Nursery age for example) may sit on an adult's lap as long as other staff are present and the child is sitting towards the knee area on the adult.
- Staff avoid touching the torso at all times unless for medical or intimate care reasons

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Control and Restraint

- We do not touch children in other ways unless it is consistent with the Control and Restraint Policy and pupils need to be stopped because they are putting themselves or others at risk of harm, or if there is likely to be serious damage to school property.
- Do not restrain a pupil when you are alone. Always call for help or for a witness to observe what is happening.
- If a child is running away from you, call for help and follow the child. Do not try to physically stop them unless this has been agreed with the SLT in advance or the child is in immediate danger if you do not intervene (see Positive Handling Plans).
- If you feel physically intimidated or are actually assaulted by a pupil, you should protect yourself and seek assistance from any other member of staff in your class or a nearby member of staff or call for help from a member of the SLT using a TA or pupil messenger.

Whistle Blowing

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

See Whistle Blowing policy.

The Governing Board

- The Designated Governor for Safeguarding is Narinder Nathan.
- Governors are responsible for ensuring that the correct child protection procedures are in place in the school and will not be made aware of the names of children and families who are being supported by social services.
- The Chair of Governors is responsible for referring allegations made against the Headteacher.
- The Governor with responsibility for Child Protection will liaise with the DSL at least annually.
- Governors are required to have an enhanced criminal records certificate from DBS, but they do not require a barred list check.

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Visitors to the School

- All visits to the school must be agreed by the Headteacher. All visitors must show a current enhanced DBS check if they wish to work directly with pupils in an unsupervised capacity.
- Visitors without a DBS must be supervised by the relevant school staff at all times.
- Contractors and others providing services to the school who do not hold an up-to-date DBS should be supervised by a member of staff if they are working in areas where pupils may be located.
- The Deputy Headteacher maintains a log of all volunteers to the school, which is shared with the Headteacher and the SCR administrator on a regular basis.

Bullying

- See Anti-Bullying Policy.

If the level of bullying by a parent, sibling or another child at the school or elsewhere is considered to be persistent and damaging, it should be referred to the DSL as abuse.

Children Missing in Education

Children missing from education, particularly regularly, can be a warning sign of a range of safeguarding issues. Staff must be vigilant and report any concerns to the school Attendance Safeguarding team. Staff should all be familiar with the school's systems for Children Missing in Education.

- The Attendance Officer (Penny Trotman) and will actively scrutinise attendance registers to identify patterns of absence which may be related to safeguarding, supported by the Safeguarding Deputies as directed by the Deputy Headteacher..
- The Deputy Head (Oweda Harrison) or the Family Support Worker (Rebecca Grant) will liaise with Brent Education Welfare Service (EWS) when parents state that they wish to educate their child at home or when pupils stop attending the school, but are not registered at a new school.
- The Deputy Head or the Family Support Worker will also inform the EWS of any child not attending school for a period of more than three days without an authorised reason for being absent.

See Appendix 5 and Annex A

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Signed: _____ S.Bolt

Signed: _____ N. Nathan

September 2018

Review date: September 2019

Safeguarding is everyone's responsibility



Appendix 1

Child Protection Procedures

1. General CONCERNS (not child protection) about a child are initially dealt with by the member of staff themselves e.g. if the child seems unhappy but has not disclosed a child protection issue. Staff can ask the DSL or Deputy for advice and they may talk to the child or parents themselves about these general worries if they feel that it is necessary.
2. If the member of staff feels that there may be a child protection issue they **immediately** pass this on to the DSL or Deputy orally and then using form 1 (if possible). Written notes must be in dark pen on A4 sized paper if reports are not shared on the school's reporting form. Referrals must be signed and dated by the member of staff making the referral. The DSL will then decide if it is or is not a child protection issue and will take the next step of either seeking early help, triggering the school's own pastoral support systems or making a referral to Brent Front Door.
3. The Designated Teacher will contact the Brent Front Door (020 8937 4300) and ascertain if it is a child protection issue. The Designated Teacher will then follow the advice of the social worker at Front Door; this generally involves the completion of an on-line form on Brent Council's website.
4. *The Designated Teacher will then contact parents if advised to do so by the Social Worker.*
5. Other members of staff will be advised or informed of details as deemed necessary by the Designated Teacher.

Categories of Child Abuse (see Appendix 2):

Physical abuse	Emotional abuse
Sexual abuse	Neglect



Safeguarding is everyone's responsibility

Child Protection Concerns (Form 1)

Name of child: _____

D.O.B. _____ Class Group: _____

Reporting adult: _____

Date of Report: _____ Time of report: _____

Details of concerns:

*Write down exactly what the child said in their own words; what was the **context of the disclosure** (Where / when did it arise?; Are there any marks on the child? What was your response?.)*

Please complete a body map if there is any physical harm.

Signed:

Action taken by DSL or Deputy:

Signed:

Date:

Advice from Brent Front Door:

Next steps:

Designated Teacher: Ms S.Bolt

sbolt@newfield.brent.sch.uk 020 8961 1566 Mobile: 07713 566595

Safeguarding is everyone's responsibility



Name of pupil:

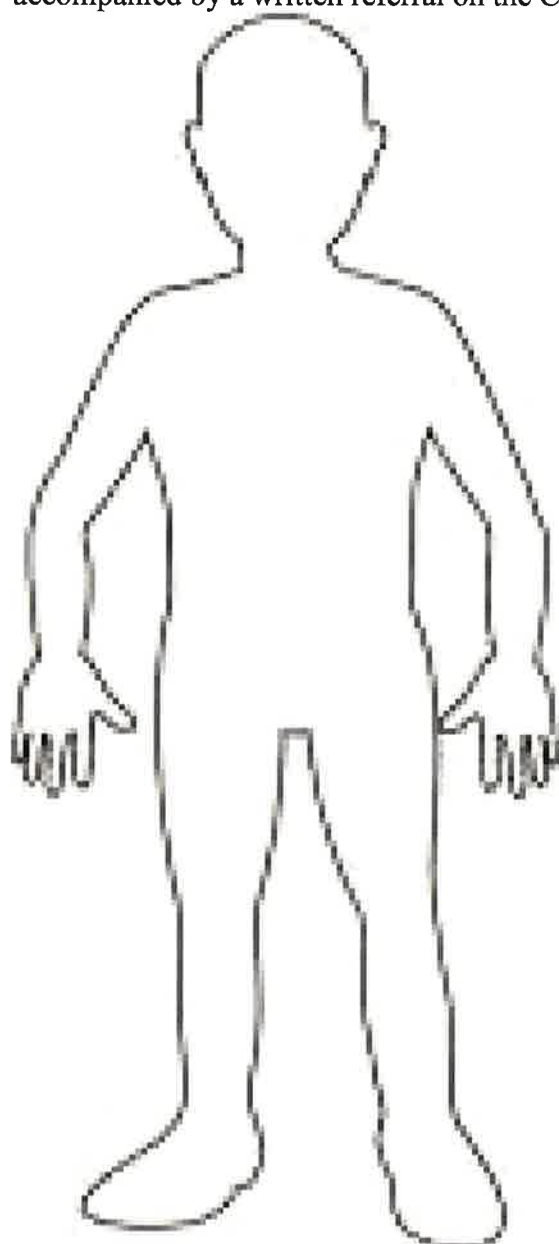
Class:

Reported by:

Date:

Time:

Please add notes / markings as necessary on the body map. This form must be accompanied by a written referral on the Child Protection Concerns form.



Please be specific about the side of the body / position of any injuries/ size and colour.

Safeguarding is everyone's responsibility

Appendix 2

Types of abuse and neglect (from KCSIE Sept 18)

Indicators of abuse and neglect

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

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

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

Safeguarding is everyone's responsibility

Appendix 3

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, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

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

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

Annex A of KCSIE Sept 18 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex. This section is attached to this Appendix.

Annex A: Further information

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

As per Part 1 of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

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

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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-year olds](#) and [12-17 year olds](#).

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

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

Children missing from education

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

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. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹² should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;

¹² [national crime agency human-trafficking](#)

- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

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

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

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

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

[NSPCC- UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safe young lives: young people and domestic abuse](#)

Homelessness

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

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

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

So-called 'honour-based' violence

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

and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for 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**¹³ that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁴ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman

¹³ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

¹⁴ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

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

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Preventing radicalisation

Children are vulnerable 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 schools' or colleges' safeguarding approach.

Extremism¹⁵ 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.

Radicalisation¹⁶ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement

¹⁵ As defined in the Government's Counter Extremism Strategy

¹⁶ As defined in the Revised Prevent Duty Guidance for England and Wales

in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁷ to the need to prevent people from being drawn into terrorism”.¹⁸ This duty is known as the Prevent duty.

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

Additional support

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

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

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

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools and colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at:

¹⁷ According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹⁸ “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

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

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

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁹ as described below:

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

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

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

What is consent?²⁰ 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.²¹

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;

¹⁹ [Consent](#)

²⁰ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [Page 3](#)

²¹ [PSHE Teaching on sexual consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²² It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

²² [Project GeSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADERS platform: sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance

FOR INFORMATION ONLY. REVISED GUIDANCE WILL COMMENCE 3 SEPTEMBER 2018. UNTIL THAT POINT SCHOOLS AND COLLEGES MUST CONTINUE TO HAVE REGARD TO THE 2016 KCSIE

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy



Department
for Education

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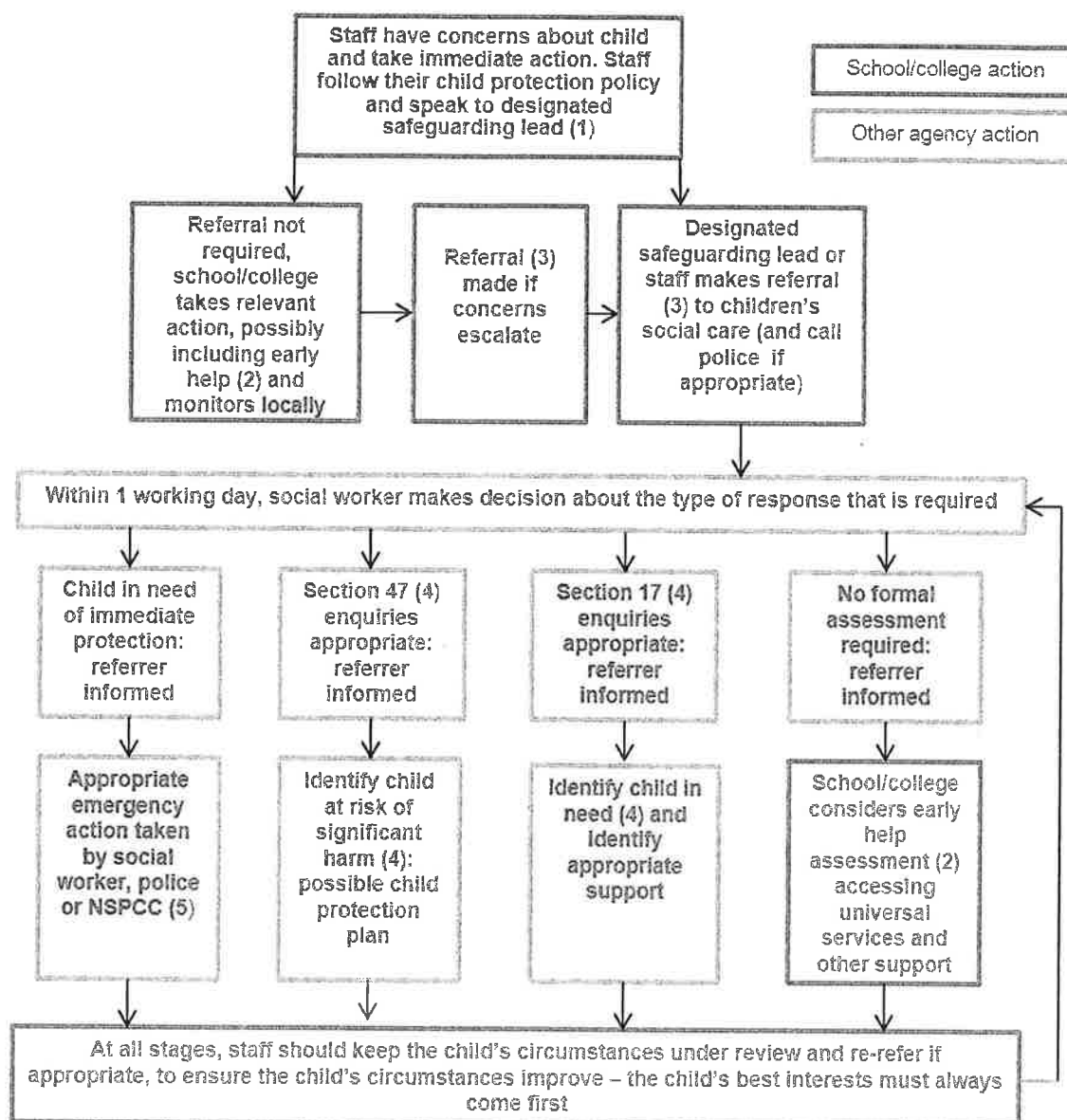
Safeguarding is everyone's responsibility

Appendix 4 Actions where there are concerns about a child - attached

Safeguarding is everyone's responsibility

Appendix 5 Children Missing in Education – attached

Actions where there are concerns about a child



(1) In cases which also involve 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 local authority's referral process. 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. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

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

Safeguarding is everyone's responsibility

Appendix 5 Children Missing in Education –

Safeguarding is everyone's responsibility

Appendix 4 Actions where there are concerns about a child

Safeguarding Children Missing Education Process for Schools

Day One: The school identifies that a child is not in school. A staff member trained to do so, telephones the child's home to seek reasons for the absence and reassurance from a parent/carer that the child is safe at home.

Result of call	Action
There is no answer at the home or on mobile numbers	Call back. Risk assess after 2 hours
The parent/carer answered the call, the child is safe with them	Ask for reason for absence and record
The person answering is not the parent/carer and the school is not reassured that the child is at home or safe	The school's designated lead for child protection consulted on a risk assessment and the degree of vulnerability of the child
The parent/carer answered the call, the child is not with them or safe and the parent is concerned.	<p>School to advise the parent to:</p> <ul style="list-style-type: none"> • Contact all people and places the child is known to talk to and visit to tell them that the child is missing and ask if they can help to find the child, by providing information which may shed light on the child's whereabouts or actively searching for the child • Contact the family GP and Accident and Emergency Centres near where the child lives and goes to school, in case he/she has sustained an injury and been taken in for medical treatment • Contact the local police station to inform them that the child is missing <p>Report back to school if the child is found or remains missing</p>

If the judgement on Day One is that there is reason to believe that the child is at risk of harm the school will contact Police and /or Brent Multi-Agency Front Door on 020 8937 4300 immediately.

Telephone referrals must be followed up with an on line referral.

If the judgement on Day One is that there is no reason to believe that the child is at risk of harm school continues to make enquiries and informs Education Welfare Service on Day Three that the child is missing education.

School Risk Assessment for Children Missing Education

Assessing vulnerability requires a combination of professional knowledge and experience of child welfare issues and knowledge of local circumstances. Considering the following questions could assist the process. If in doubt always consult with managers or other services.

Criteria	Risk	Action
Is there good reason to believe that the child may be the victim of a crime?		Inform Police.
Does the child have a formal child protection plan?		Brent Multi –Agency Front Door
Is the child in care i.e. looked after by the local authority?		Telephone 020 83937 4300
Is there planned or current LA children’s social care or LA adults’ social care services involvement? e.g. section 47 enquiry about to start.		Follow up with on line referral
Is there a person present in or visiting the family who poses an on-going risk to children, or who is suspected of previously harming a child?		
Is the child at risk of sexual exploitation ?		
Has there been LA children’s social care or LA adults’ social care or Criminal Justice System involvement in the past?		Give consideration to the vulnerability of the child and following risk assessment inform one or all of the following :
Are there religious or cultural reasons to believe that the child is at risk? E.g. FGM or forced marriage.		
Is there any known history of drug or alcohol dependency within the family?		Police
Is there any known history of domestic violence?		Safer school Officer
Is there concern about the parent/carer’s ability to protect the child from harm?		Social care.
Was there any significant incident prior to the child’s unexplained absence?		Local Authority Designated Officer.
Has the child been a victim of bullying?		Education Welfare Service.
Does the child need essential medication or health care?		Contact BFFD on 020 8937 4300 for a consultation
Was the child noted to be depressed prior to the child’s unexplained absence?		
Has the child gone missing with their family?		Use other services to help with your risk assessment.
Have the parents been subject to proceedings in relation to attendance?		
Is there a history of poor attendance?		
Has there been any change in the child/family’s financial circumstances?		
Age of the child		

