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St Mary's
Church of England
Primary School

SAFEGUARDING CHILDREN POLICY: SEPTEMBER 2021
REVIEW DATE SEPTEMBER 2022

Designated staff:

Mrs Mel Adams Head Teacher [Co-designated Lead] [Trained 2017]

Mrs Maria Constantinou: Head Teacher and Inclusion leader [Co-designated lead] [Trained 2021]

Mrs Eileen Beechey Deputy Head curriculum [Trained 2019]

Lucy Richardson Deputy Head [Trained 2021]

VISION

Inspired by Christian values, at St. Mary's we are EXCITED about our learning, PROUD of our achievements, DETERMINED to be the best we can be and CARING for all of God's creation.

VISION IN CHILD SPEAK

I am inspired by Christian values, I am excited about my learning, proud of my achievements, determined to be the best I can be and caring for all of God's creation.

MISSION

- **Through excellent teaching we will deliver an inspirational curriculum**
- **We will enable every child to make the very best progress**
- **We will work in partnership with children and families to further promote confidence and self esteem**
- **We will prepare children to confidently face the challenges of growing up in the 21st Century**
- **We will provide children with an understanding of local, national and global communities and faiths.**
- **With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum**

Safeguarding Statement of Intent

St Mary's Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm to their mental or physical health or development. This is the responsibility of every adult employed by or invited to deliver services at to the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. St Mary's Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people through rigorous application of Safer Recruitment processes. All applications for staff positions in the school are thoroughly vetted in accordance with policy. DBS checks are undertaken for all staff and for volunteers who work on a regular basis in school.

2. STATUTORY FRAMEWORK

The Safeguarding Vulnerable Groups Act 2006 introduced a new vetting and barring scheme for all those working with children and young people from 2008.

The following guidance document "Safeguarding Children and Safer Recruitment in Education" is a consolidated version of earlier guidance material.

St Mary's School has used this guidance to review and, where appropriate, modify practice and procedures for safeguarding children, and also for dealing with allegations of abuse made against teachers and education staff (including supply staff and volunteers).

Working Together to Safeguard Children guidance published in 2018 sets out how individuals and organisations should work together to safeguard and promote the welfare of children. The new version reflects developments in legislation, policy and practice.

The guidance is addressed to all practitioners who have particular responsibilities for safeguarding and promoting the welfare of children,

The guidance places the following responsibilities on schools:-

- Schools should be aware of and follow the procedures of the Local Safeguarding Children Board [LSCB]
- All staff should be alert to signs of abuse and know to whom they should report suspicions or concerns
- All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Schools should have clear procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused or suspected of abuse.
- Designated Staff should have responsibility for coordinating action within the school and liaising with other agencies.
- Staff with designated responsibility for Child Protection should receive appropriate training.
- Schools will contribute to multi-agency working, in order to safeguard and promote the welfare of children, including identifying and responding to their needs.

Safeguarding Children in Education also states that:

“Parents should be made aware of the school’s Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child”

The guidance document "Keeping Children Safe in Education" was published in September 2018. It looks at the recruitment and selection processes, recruitment and vetting checks, and duties for safeguarding and promoting the welfare of children in education.

St. Mary's School has used all this guidance to review and, where appropriate, modify our practice and procedures for safeguarding children, and also for dealing with allegations of abuse made against teachers and education staff (including supply staff and volunteers).

This policy has been developed in accordance with the principles established by:

Keeping Children Safe in Education September 2021

Working Together to Safeguard Children 2018

Sexual Violence and Sexual Harassment 2018

Sexual violence and sexual harassment between children in schools and colleges 2021
Domestic Abuse Act 2021
Information Sharing: Advice for Practitioners Providing Safeguarding Services 2018
Disqualification under the Childcare Act 2018
Framework for the Assessment of Children in Need and their Families 2000
Education Act 2002
What to do if you are worried a Child is being Abused 2006
Children Act 2004
Safeguarding Children and Safer Recruitment in Education (2007)
London Child Protection Procedures 2010
The Prevent Duty: Departmental advice for schools and childcare providers - June 2015
UK Council for Child Internet Safety (UKCCIS) Guidance on Sexting in schools and colleges: Responding to incidents and safeguarding young people 2017
departmental advice 2020 [COVID-19: safeguarding in schools, colleges and other providers](#)
Where children are being asked to learn online at home the department has provided advice to support schools do so safely: [safeguarding-in-schools-collegesand-other-providers](#) and [safeguarding-and-remote-education](#)

3. The rights of the child

In keeping with our Statement of Intent and our agreed Mission statement, aims and values, the Staff and Governors of St Mary's school recognise that children have a fundamental right to be protected from harm. Children cannot learn effectively unless they feel secure. Our main responsibility is the safety and welfare of the children in our care; this includes preventing impairment of children's mental and physical health and development. All members of staff, teaching and non-teaching, have a responsibility for child protection.

In accordance with Department for Education guidance, we acknowledge our responsibility to work together with families to:-

- Protect children from maltreatment
- Prevent impairment of children's mental and physical health and development
- Ensure that children grow up in circumstances consistent with the provision of safe and effective care
- Take action to enable all children to have the best possible outcomes

In accordance with the Prevent Duty guidance 2015, we acknowledge our responsibility to work together with families and the relevant organisations to:-

- Protect children from the risk of radicalisation
- Build pupils' resilience to radicalisation by promoting Fundamental British Values and enabling them to challenge extremist views.
- Provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments
- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- Be alert to changes in children's behaviour which could indicate that they may be in need of help or protection

Delivery of the Prevent Duty is a legal requirement under the Counter Terrorism and Security Act 2015

As part of our safeguarding ethos we encourage pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

We are aware of the need to promote equality for all, not allow any hate preaching or incitement to racial hatred and to promote the following of British law.

We realise that we are in an important position to identify the early signs, looking to safeguard and protect children who are susceptible and vulnerable.

We also try to build pupils' resilience to radicalisation by providing a safe environment for discussing controversial issues.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. It may also include the calls for the death of members of the armed forces in this country or abroad.

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.

Young people are more vulnerable and can be enticed and susceptible to radicalisation particularly online and through social media. Messages of extremism can come from parents, family members or friends. It could also come from staff within an organisation or be brought in to a school through governors or volunteers.

Children may be more vulnerable and susceptible because of – Identity crisis, personal or family crisis, a change in personal or family circumstances, unmet aspiration.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Change of faith
- Change of appearance
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Talking about internet activity and websites that may involve radicalisation
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organizations

Although incidents involving radicalisation have not occurred at St. Mary's to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. We are required to develop the confidence to challenge and intervene and to identify any early indicators in pupils.

In all cases professional judgments have to be used proportionately and in a balanced way.

In addition, within the school we will:

- Assess risk; demonstrating a general understanding of the risks to children in the area and also a specific understanding of how to identify specific children who may be at risk of radicalisation and how to support them. School staff undertake training so that they understand when it is appropriate to make a referral to the **Channel** programme. Risk assessment is about knowing the school community.
- provide an atmosphere where children feel secure, are listened to and valued.
- have a range of adults whom children can approach for help.
- recognise signs and symptoms of suspected abuse.
- have clear procedures and lines of communication.
- work closely with parents and other agencies.
- monitor children at risk.
- provide and participate in child protection training.
- use the Curriculum to raise children's awareness and build confidence so that children recognise when they are at risk and how to get help when they need it.
- consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school 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.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable 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 vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school 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. Guidance on Channel is available at: [Channel guidance](#).

4. This policy aims :-

- I. to raise the awareness of all staff of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- II. to provide a systematic means of monitoring children thought to be at risk.
- III. to emphasise the need for good levels of communication between all members of staff.
- IV. to develop a structured procedure to be followed by all members of the school community in cases of suspected abuse.
- V. to promote understanding and build relationships with other agencies in order to work together more effectively.
- VI. to support each child's development in ways which will foster security, confidence and independence.
- VII. to reflect both the statutory and pastoral duties of the school.

5. Clearance to work with children: School Staff and Volunteers

All school staff and volunteers are particularly well placed to observe outward signs of neglect, abuse, changes in behaviour and failure to develop, because they have daily contact with children.

They should be aware of the important role the school has in the early recognition of the signs and symptoms of physical, emotional, sexual abuse or neglect, and the appropriate referral process within St Mary's School.

The school will require *all adults employed on the premises* to have the appropriate clearance to work with children:

- All new members of staff to the school undergo a prohibition order check. This is done as part of the pre-employment checking process and a record is kept on the school's single central record, which is accessible in the school office. The Single Central Record will cover ALL staff, including teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day.
- We will obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity. When using the DBS update service, we will still obtain the original physical certificate.
- We will never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Where a DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment, including when using the DBS update service.
- We will carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.
- References are requested for volunteers.
- Designated staff will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.
- Regular updated checks will be required by the Governing Body, as determined by the Governing Body's staffing review process.
- If concerns arise over a member of staff's suitability to work with children, then all relevant checks will be carried out as if the member of staff was a new appointment (see section 13). School will follow the legal requirement to make a referral to the Disclosure and Barring Service (DBS) where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has: engaged in relevant conduct in relation to children and/or adults; satisfied the harm test in relation to children and/or vulnerable adults; or been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

Safer Recruitment:

When advertising, safeguarding requirements and responsibilities will be made clear.

All applicants must complete a standardised application form requiring the necessary information for safe recruitment. Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records.

At least one panel member of any selection panel will have completed the training in safe recruitment and will be responsible for ensuring the implementation of safe recruitment practice. Interviews, checks and vetting of candidates and selection procedures will adhere to the advice issued from the DfE. The induction of new staff will include safeguarding policy and procedures so that all staff understand their roles and responsibilities and are confident in carrying them out.

Safeguarding checks must be made and completed before the person may start work where those checks are statutorily required. All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks, which will help identify whether a person may be unsuitable to work with children (and in some cases is legally prohibited from working with children and/or working as a teacher). In order to verify a candidate's identity, it is important to be sure that the person is who they claim to be, and 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. The school will maintain a single central record for the recruitment and vetting of all staff in line with DfE requirements. This record includes employees, Governors, volunteers, teacher trainees on salaried routes and others brought into the school to provide additional teaching (i.e. music peripatetic teachers and sports coaches). Evidence of DBS clearance and identity checks are required on any supply teachers, student teachers and other educational workers from agencies where their deployment involves them in regular unsupervised contact with pupils.

Checks on staff who have worked or lived abroad will include, where possible, checks from that country as well as the full checks here. Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in school. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, school must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be

considered. Following the UK's exit from the EU, school should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

Contractors, generally, should not have access to pupils and will be under supervision all the time. Where this does not apply, i.e. grounds maintenance and kitchen staff, evidence of full DBS checks will be required.

Visitors to the school who are meeting staff and having no access to pupils do not have to have checks, providing they are confirmed to meeting the staff away from pupils.

Sports and Extra Curricular Clubs:

All adults that lead extracurricular clubs (including those not employed by the school) are subject to enhanced DBS checks and feature on the school's single central record.

Alternative Provision

If the school needed to place a pupil with an alternative provision provider, the school would continue to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. The school would obtain written confirmation, from the alternative provider, that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

5.1 The Governing Body

The whole Governing Body will also comply with vetting and the Child Protection Governor will participate in the school's training with regard to Child Protection procedures. The Governing Body will monitor the implementation of this policy and review it annually. All governors are required to undertake an enhanced DBS check with barred list check (All are subject to a Section 128 check apart from associate governors). The Governing Body will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

5.2 The Friends of St Mary's

Any members of the Friends committee who work directly with the children in school will be subject to the enhanced DBS check.

6. Defining abuse

"A child is considered to be abused, or at risk of abuse, by parents/carer/other persons known to the child/ strangers/or other children, when the child is suffering or is likely to suffer significant harm because the basic needs of that child are not being met through avoidable acts of either commission or omission."

All staff, visitors and volunteers should familiarise themselves with the DCSF and LSCB guidance in addition to the information in the school's Safeguarding Leaflet for Volunteers and Visitors.

We recognise four categories of abuse:

- 1) Definite or suspected neglect.
- 2) Definite or suspected physical abuse
- 3) Definite or suspected sexual abuse
- 4) Definite or suspected emotional abuse

We acknowledge that there are certain signs or combination of signs which, although not necessarily indicators that a child has been abused, can help us to recognise that something may be wrong: -

- bullying, including online (peer on peer) bullying, prejudice-based bullying and discriminatory bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour (See Appendix 2 for further signs)
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- a child going missing from education
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Technologies

Technology is a significant component in many safeguarding and wellbeing issues and children are at risk of online abuse (as well as face to face). The child may be being contacted by someone using communication technologies (such as social networking sites) to make inappropriate contact with them. Peer-on-peer abuse can also happen online.

Female Genital Mutilation (FGM)

Members of staff will have relevant training highlighting the potential indicators that a child or young person may be at risk of FGM or that FGM has taken place. Should concerns arise, staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. [Multi-agency practice guidelines 2014] There is a mandatory duty on teachers to personally report disclosures on FGM to the police (about female victims under the age of 18).

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

Indicators FGM may have taken place:

A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

The physical effects of FGM

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases.

Possible indicators of physical abuse include:

Unexplained recurrent injuries or burns

Injuries to mouth

Untreated injuries
Improbable excuses or refusal to explain injuries
Bald patches
Arms and legs covered in hot weather
Admission of punishment which appears excessive
Fear of physical contact - shrinking back if touched
Fear of medical help/examination
Fear of parents being contacted
Self-destructive tendencies
Aggression towards others
Running away

Possible indicators of Neglect include: -

Constant hunger
Poor personal hygiene
Constant tiredness
Poor state of clothing
Emaciation
Frequent lateness or non-attendance at school
Untreated medical problems
Destructive tendencies
Low self esteem
Neurotic behaviour
Poor or no social relationships
Compulsive scavenging

Possible Indicators of Emotional Abuse include: -

Physical, mental and emotional development lag
Sudden speech disorder
Extreme fear of new situations
Continual self-depreciation
Extremes of passivity/aggression
Inappropriate emotional responses to painful situations.
Neurotic behaviour (rocking, hair-twisting, self-mutilation)

Possible Indications of Sexual Abuse include: -

Being overly affection or knowledgeable in a sexual way inappropriate to the child's age
Drawing sexually explicit pictures
Sexually explicit play
Sexually explicit language incompatible with the child's age
Sudden changes in behaviour or school performance
Complaints of genital itching or pain
Tendency to cling or need constant reassurance
Tendency to cry easily
Regressing to younger behaviour patterns, such as thumb sucking, playing with discarded toys, acting like a baby
Distrust of a familiar adult, or anxiety about being left with a relative, baby-sitter or lodger
Being isolated or withdrawn
Sudden loss of appetite or compulsive eating
Inability to concentrate
Starting to wet again day or night/nightmares
Becoming worried about clothing being removed.

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

Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Members of staff will have relevant training highlighting the potential indicators that a child or young person may be at risk of criminal or sexual exploitation. [Guidance on Child Sexual exploitation: Barnardos 2014, Keeping Children Safe in Education 2018]

We recognise that because of our day-to-day contact with individual children, we are in a unique position to observe outwards signs of abuse, changes in behaviour or failure to develop and to receive confidences from children in our care. It is important to listen to what the child has to say and not dismiss what is said because of the child's age.

Child Criminal Exploitation (CCE)

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

Some of the following **may** be indicators of child criminal exploitation (CCE):

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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 Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative 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. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The following signs **may** be indicators of child sexual exploitation (CSE):

- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;

If a child shows any of the above indicators, the possibility of abuse will be investigated.

It is important to remember that a child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and may hide what is happening from everyone.

At all times the interests of the child will be put first.

Awareness of and respect for different cultural patterns of child-rearing and family life are important in order to avoid narrow judgements about 'good' or 'bad' ways of bringing up children, but the designated staff will take decisions following any reported concerns.

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.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRM) should be considered. **The NRM (National Referral Mechanism) treats children and young people who have been drawn into county lines as victims and not as criminals.** If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#). Guidance regarding the National Referral Mechanism can be found [here](#)

Serious Violence

The following indicators **may** signal that children are at risk from, or are involved with serious violent crime:

- 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;
- 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.

All staff are aware of these indicators and associated risks and know that these concerns must be reported to a designated safeguarding lead immediately.

All staff are 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 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.

Honour-Based Abuse:

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. Members of staff are alert to the possibility of a child being at risk of HBA, or already having suffered HBA (e.g. FGM, forced marriage) and recognise that these concerns should be reported to the designated teachers.

Gangs & youth violence

Evidence shows that early-stage intervention is an effective strategy for preventing children becoming involved in violence, crime or antisocial behaviour later in life. As a primary school, we work with local partners, to help understanding and spot the warning signs amongst younger children. Where appropriate, designated staff will engage with local early help/early intervention teams in order to discuss concerns about pupils and plan appropriate interventions. Staff receive training on criminal exploitation of children including 'county lines' and we will aim to work closely and openly with pupils over time to build a culture of security and trust. Where there is suspicion that a child may be involved in a gang or be subject to exploitation of any kind, staff should report this to the DSLs in the same way as any other safeguarding concerns.

Mobile phones

In the interests of safety, a small number of children who walk to school without an adult will have a mobile phone with them. Children are not permitted to use mobile phones on site; they are instructed to hand phones in to the school office on arrival before school and to collect them at home time (more recently, during the Pandemic, the children have handed their phones to their class teacher instead of to the school office).

The school's Wi-Fi is password protected and cannot be accessed by pupils on mobile phones; the filtering system in place is highly effective in ensuring only safe online content is accessible.

Pupils found using mobile phones on site will be reprimanded and their parents will be called to meet with a senior member of staff.

Personal use of mobile phones for staff is restricted to offices and the staff room only. Staff are instructed not to have mobile phones with them whilst supervising children. Visitors are not permitted to use mobile phones on site but if the need arises, must do so in the staff room or in offices where pupils are generally not present.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. We take a zero-tolerance approach to peer-on-peer abuse; abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We understand the need to safeguard and promote the welfare of our diverse pupil population, including SEND pupils, gender identity, the LGBTQ+ community and ethnic minority groups. It is understood that peer-on-peer abuse can take place inside and outside of school or online. It is also

recognized that peer-on-peer abuse may be taking place, even if not reported.

We take a whole-school approach to peer-on-peer abuse and ALL staff are aware of the different forms peer on peer abuse can take. This can include (but is not limited to):

- bullying (including cyberbullying and prejudice-based and discriminatory bullying);
- online abuse; technology is a significant component in many safeguarding and wellbeing issues and children are at risk of online abuse (as well as face to face). Children can abuse their peers online through:
 - abusive, harassing and misogynistic messages
 - non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups (previously referred to as 'sexting')
 - sharing of abusive images and pornography, to those who do not want to receive such content
- physical abuse which can include 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);
- abuse within intimate partner relationships between peers;
- sexual violence and sexual harassment: this 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 progress and attainment (this can be made worse if their alleged perpetrator attends the same school). 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 – we take a zero-tolerance approach. Staff are advised to maintain an attitude of '*it could happen here*'. It is important that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Addressing inappropriate behavior can help prevent abusive/violent behavior.
 - **sexual violence**, includes rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
 - **sexual harassment**, includes sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- 'Upskirting' which 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 gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery); ~~sexting (also known as youth produced sexual imagery)~~ The department provides [Searching Screening and Confiscation Advice](#) for schools. The UK Council for Internet Safety (UKCIS) Education Group has published [Advice for Schools](#) ;and [Colleges on Responding to Sexting Incidents](#)
- initiation/hazing type violence and rituals (hazing is a ritual that involves risk, pain or harm to gain some form of initiation); 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.

The school deals with these issues very seriously and senior staff will act using a team approach, and without delay to investigate incidents thoroughly and minimize any risk of re-occurrence. Staff understand the importance of challenging inappropriate behaviours between peers. They know that if they don't, it can create an unsafe environment and lead to a culture that normalizes abuse. Notes will be recorded and stored in confidential files and actions taken will be dependent on context and severity. Victims, and perpetrators will be supported on an individual level as required, and we will work with parents to keep them informed of any investigations and outcomes. Children are frequently reminded about who they can speak to in order to report concerns.

Responding to an initial Disclosure related to child-on-child sexual violence and sexual harassment

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously.

Effective safeguarding practice involving child-on-child sexual violence and/or harassment will include:

- The key consideration is for staff not to view or forward illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker (notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation); and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

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, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. 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. If a child discloses to a member

of staff that a case of domestic abuse happening at home, they will report this to a designated safeguarding lead immediately and procedures will be put in place to investigate this.

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), they need to be aware of how to stay safe. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Modern Slavery and the National Referral Mechanism (NRM)

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.UK (www.gov.uk).

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include; unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and, making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Children with Special Educational Needs and Disabilities:

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges; additional barriers can exist when recognising abuse and neglect in this group of 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 SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

Children Missing in Education:

When children's attendance is poor, the school will alert the Local Authority Education Welfare service to support the family to improve the issue. In cases where this is prolonged and there is no improvement, a referral will be made to MASH to illustrate concerns that poor attendance is likely to affect a child's outcomes.

Emergency Contacts:

At the start of every academic year, parents and carers are contacted to update existing contacts. Every effort is made to have at least two emergency contacts for each child in the school in case of emergencies, and in case there are welfare concerns at the home.

Reasonable Force:

There are some circumstances when reasonable force might be a necessity or may be part of a strategy to deal with an incident of very challenging behaviour, for example for a child with complex special educational needs. In this case, individual plans will be in place in order to minimise the likelihood of challenging behaviour in addition to specifying strategies to use ahead of any necessary physical restraint.

Members of staff have been made aware of these potential challenges and are clear that any concerns are shared, and actions taken are in accordance with the school's safeguarding procedures.

Children with Medical Needs:

Members of staff overseeing medical care of children with complex medical conditions will receive appropriate training (see medical needs policy) and will act in accordance with the pupil's Health Care Plan. Should intimate or personal care be required because of a medical or special educational need or disability, staff involved will have relevant training to ensure the safety of the child.

Homelessness:

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding leads are aware of contact details and referral routes in to the Local Housing Authority in Barnet via MASH and will raise concerns at the earliest opportunity.

Children with Family Members in Prison:

Children that have a parent sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Designated staff will refer to guidance provided by [NICCO](#) to support staff working with children of parents who are/have been offenders, to help mitigate any negative consequences for those children.

Children and the Court:

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are age-appropriate guides for children such as [this](#), which staff will use to support affected pupils with their understanding.

Private Fostering:

Members of staff are aware that if a child is provided with care and accommodation by someone to whom they are not related (in that person's home), they should raise this in the first instance with the designated teachers for child protection. The school will then notify the local authority of the circumstances in order to establish that the arrangement is suitable and safe for the child.

Disqualification by Association:

Relationships and associations that staff may have in school and outside of school (including online), may have an implication for the safeguarding children in school. For this reason, members of staff are required to complete a disqualification declaration annually.

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals will be asked to make a diagnosis of a mental health problem. 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.

We believe that relevant staff being 'trauma-informed', about the children they are working with, is very important; where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

The following **may** be indicators of a possible mental health concern:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, and concerns will be reported to one of the designated safeguarding leads. More information can be found in the [mental health and behaviour in schools guidance](#).

7. Designated staff

In line with DCFS and LA Policy:

The designated persons are:

Mrs M. Adams, Headteacher [Co-designated lead and co-point of contact for Prevent]
Mrs M. Constantinou Head Teacher Inclusion [Co- designated lead co-point of contact for Prevent]
Mrs E. Beechey Deputy Head Teacher curriculum KS1 [designated teacher]
Mrs L. Richardson Deputy Head Teacher curriculum KS2 [designated teacher]
Designated governor: Mr Stephen Edwards [Chair of governors]

Designated Local Authority Staff:

Chair of Barnet Safeguarding Board: Chris Miller
Barnet Safeguarding Officer: Jane Morris
Barnet LADO: Via MASH Shrimati Bissessar
Barnet PREVENT Officer: Perryn Jasper

The Headteachers and Deputies will always work in any combination of 2 with overall accountability to the Head Teacher in the implementing the following procedures. The Headteachers make sure that the school's policies and procedures, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff. Where the Heads, or a Deputy may be absent, the remaining designated person will work with the next most senior teacher. In the absence of both the Head teachers AND both Deputies, the Senior teacher will contact them, and then work through the procedures. Mobile phone contact numbers are in the school office. In any event, the Head teacher will always be contacted.

The responsibility of the designated staff includes ensuring that:

- The school operates within the legislative framework and recommended guidance
- All staff and volunteers are aware of the Local Safeguarding Children Board procedures and a copy of the government guidelines 'What to do if you're worried a child is being abused' is on display on the Safeguarding board in the staff room.
- Appropriate information, training and support is given to all staff; this will be integrated, aligned and considered as part of the whole school safeguarding approach. This will have regard to the Teachers' Standards, with the expectation that teachers manage behavior effectively for a safe environment.
- The Headteacher is kept fully informed of any concerns

- Effective working partnerships with other agencies and services are developed
- Further action about specific concerns is taken as necessary in agreement with the Head teacher (e.g. refer to Children's Services Social Care team/MASH)
- Social Care Team advice is sought over suspected cases of child abuse or neglect
- An inter-agency assessment could be made and if so engage the CAF* process for families in need of or eligible for further assistance either by introducing them to the system and/or by participating within it for them and keeping appropriate records. (*common assessment framework)
- The designated teacher for looked after children liaises with the social worker of any looked after child and the virtual school head at the local authority to monitor the safeguarding concerns for looked after children at the school.
- Accurate records relating to individual children are kept separate from academic files in a secure place and marked 'strictly confidential'
- Reports are submitted and the school's representative attends Child Protection conferences
- The school liaises effectively with social workers to support pupils deemed to be at 'Child In Need' level of risk. Where children need a social worker, the designated safeguarding leads hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This is considered as a matter of routine.
- The school effectively monitors children about whom there are concerns
- Guidance is provided for parents and carers, children and staff about obtaining suitable support
- The designated staff work with the Governor with responsibility for Child Protection in order to inform the Governing Body of the effectiveness of the school's Policy.
- Online safety is effectively taught in order to safeguard children.
- Safeguarding concerns linked to mental health are taken seriously.
- There is supportive engagement with parents and carers.
- Educational outcomes of children in need (children who require a social worker) are promoted by knowing and helping to address issues they are experiencing or have experienced.

The Governing Body will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

8. Procedures

8.1 Any member of staff with evidence of possible suspected child abuse must pass the information **immediately on the same day** to one of the designated staff. Staff should record their concerns using the safeguarding concerns form found on the Safeguarding notice board in the staff room. Staff and volunteers should follow the guidelines below in the event of a suspected disclosure.

Contextual Safeguarding

It is important that staff consider wider environmental factors in a child's life and that these may be a threat to their safety and/or welfare. Any observation or information about such factors that is cause for concern should be passed on immediately.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse, sexual exploitation, criminal exploitation, county lines and serious youth violence. As mentioned above, we believe that relevant staff being 'trauma-informed', about the children they are working with, is very important.

Reporting Concerns

All staff and volunteers should familiarise themselves with the DCSF and LSCB guidance regarding physical, emotional, sexual abuse or neglect and should be concerned about a child if s/he:

- Is being contacted by someone using communication technologies (such as social networking sites) to make inappropriate contact with them
- Has any injury not typical of the bumps and scrapes normally associated with child injuries
- Regularly has unexplained injuries
- Frequently has injuries, even when reasonable explanations are given
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age
- Discloses an experience in which he/she may have been significantly harmed
- Is unusually attention seeking or hyperactive
- Has poor attention
- Appears to be frightened of parents or family members
- Exhibits an abnormal attachment with their parent
- Attaches themselves indiscriminately to adults
- Is hyper alert
- Exhibits reduced response
- Has nightmares
- Is anxious/irritable
- Has abdominal pain/headaches
- Has poor self esteem
- when a child acts in an inappropriate way
- Self-harms or has an eating disorder
- Makes frequent visits to the toilet/has pain when urinating/has urinary infection
- Reluctantly changes for PE
- Fails to thrive
- Has poor hygiene
- Frequently has skin infections/head lice
- Has untreated health and dental issues
- Frequent absence from school/repeated lateness

Procedures:

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure

Suspicion of abuse (if abuse is suspected but there has been no disclosure.)

1. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..."
2. Believe the child and reassure them that they were right to talk to you.
3. Record the facts of the conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
4. Report the suspicion to the Designated Person responsible for Child Protection or the Headteacher. The Designated Person or Headteacher will take the appropriate action.

Early Help

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 will be arranged.

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

- is disabled and has specific additional needs;
- has health conditions;
- has a mental health need;
- 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 at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child;
- has a family member in prison (or affected by parental offending);
- is at risk of honour-based abuse (i.e. female genital mutilation (FGM), or forced marriage);
- is persistently absent from education.

Disclosure

If a child discloses that s/he has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said but do not apportion blame
- Allow the child to talk freely-ask only open questions e.g. “Tell me more about....” Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
- Stay calm and reassuring
- Do not make promises which might be impossible to keep. Tell the child that you will have to tell someone else who will be able to help. *Do not promise confidentiality*. It might be necessary to refer to the case to Children’s Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told [the Head teacher or one of the designated staff in her absence]
- **Make a written record (on the safeguarding concerns form – found in staff room on safeguarding board) – See Appendix 1**
- Establish details of full name, Date of Birth, address and names of parents/guardians (if possible)
- **Pass information to the Designated Staff without delay**

Further detailed information may be obtained from:

- Allegations against staff within the children’s work force in Barnet [2015]
- Multi –agency practice guidelines: [FGM]
- Guidance on Child Sexual Exploitation [2014]
- Keeping Children Safe in Education [2020]

Copies of these can be found on-line or from the school designated staff.

- 8.2** It will be the responsibility of the designated persons to decide what course of action to take including taking advice from Children's Services/Multi Agency Safeguarding Hub to assess whether a referral is to be made. Advice will also be taken as to whether to inform parents or carers.

If the concern relates to inappropriate contact via communication technologies

- *Contact the parents*
- *Advise the child how to terminate the communication and save all evidence*
- *Contact CEOP <http://www.ceop.gov.uk>*
- *Consider the involvement of Police and Social Services*
- *Inform LA e-safety officer*

- 8.3** If the designated person believes that there are reasonable grounds for suspicion that a child has, or is being abused, they will immediately contact the Social Services Area Duty Team Manager. The phone number for the Area Office is **0208 359 4066/4097 [mash@barnet.gov.uk]**. Social Services have the statutory responsibility to investigate, will consider the information passed to them and decide whether to proceed with an investigation. The designated person will inform the Educational Social worker for the school.

- 8.4 Where there is no clear-cut evidence of child abuse, but suspicions are aroused, the designated person will seek the advice of the local duty Social Worker to find out whether the child or siblings are or have been on the Child Protection register or whether a referral needs to be made. In addition, advice may be sought on 020 8359 4366 Tuesday and Wednesday.

- 8.5 At this point the decision may be made to take no further action immediately, but rather to continue to monitor the child and keep regular notes (see section on Monitoring and Record keeping)

- 8.6 Once an official Referral has been made to the Social Services MASH team, the Procedures to be followed will be as laid down in locally agreed procedures.

- 8.7 At all stages the School will contribute to the process in any way which will ensure the minimum of trauma to the child and the family, whilst recognising that such situations are always distressing for all concerned. Confidentiality will be maintained between the designated staff and those directly involved. The school will supply any information /reports required and attend any meetings where school representation is requested.

- 8.8 The school will expect to be kept informed at all stages. It is to be noted that although the involvement of Social Services/MASH team may be temporary, the school has to continue working with both child and parents. Whatever the outcome of a disclosure or investigation, the school will ensure a normal, friendly, non-judgmental attitude, and maintain a normal school- home relationship with them.

- 8.9 Particular attention will be paid to the attendance and development of any child about whom the school has concern, or who has been made subject of a child protection plan
If a child who is/ or has been on the Child Protection Register changes school, the Designated Staff will inform the social worker responsible for the case and transfer the appropriate records to the receiving school in a secure manner, to a named person and separate from the child's academic file. If the child goes abroad the LA must be informed

9. Emergency Procedures

If the designated person or Headteacher are not available, establish the facts and details as above and contact social services.

- Contact the Head teacher or designated staff on their mobile phone numbers.

THEN

- Phone MASH as above, OR
- If unable to access the phone numbers above for any reason, Phone Barnet Council (0208 8359 2000)
Ask for Social Services
- Ask for the duty Social worker
- Check to see if the family are known to Social Services
- Discuss the situation and ask for advice
- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents if appropriate and advised to do so.
- Social services will contact the police as necessary.
- If action is taken, follow up the phone call with a referral form
- [NPCC- When to call the police](#) can help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

10.Support and Training

Dealing with a disclosure from a child, and a Child Protection case in general is likely to be a stressful experience. The member of staff/volunteer should therefore consider seeking support for him/herself and discuss this with the Designated Staff and Headteacher.

All staff will receive Termly updating on Safeguarding including on the Prevent Duty
Designated staff will attend a minimum of training sessions every 2 years, this includes WRAP and Channel Awareness.
Child Protection and Safeguarding training will become a standing item on Full Governing Body agendas.
Vulnerable Children will be discussed at weekly Senior Leadership and staff meetings (where appropriate).
Any new staff will receive Child Protection Training from a designated person within their first week at the school.
Any volunteers will receive a Safeguarding summary prior to starting at the school.
Students on short term work experience e.g. from local secondary schools, will receive a Safeguarding summary on their first day.
Written confirmation of Child Protection Training will be required for any person working with children at the school.

11. Opportunities to Teach Safeguarding

Children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. Some relevant issues may be taught through our Relationships and Health Education. We take opportunities to welcome the charity, Growing Against Violence (GAV), into our school to teach upper key stage 2 children about staying safe on social media and aspects of gang culture and violence. Our Governing body should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualized approach for more vulnerable children, victims of abuse and some SEND children might be needed.

11.1 Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. We take a whole school approach to online safety, which empowers our school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

1. **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
2. **contact:** being subjected to harmful online interaction with other users; for example: peer to 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'.

3. **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; and
4. **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils, students or staff are felt to be at risk, it can be reported to the Anti-Phishing Working Group (<https://apwg.org/>)

We understand that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children are more vulnerable to being exposed to harmful and inappropriate online material. Our computing curriculum ensures that all children, in each Year group, are taught about the importance of online safety and how best to keep safe online and what to do if they have any concerns.

Mobile phones: in the interests of safety, once the children reach upper KS2 at St. Mary's, some like to bring a mobile phone to school if they choose to walk to or from school without an adult (with parental permission). If this is the case, the child must give their phone to their class teacher at the very start of the day, which is securely put away for the duration of the school day, until home time. It is made very clear that the child must NOT use their phone on school premises and the children are educated about not having their phone on view, whilst walking to or from school.

12. CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in school, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies of The Children's Service and the Police.
- If a child confides in a member of staff /volunteer and requests the information is kept secret, the member of staff/volunteer MUST tell the child sensitively that s/he has a responsibility to refer cases of alleged abuse for the child's own sake. The child should be reassured that the information will ONLY be disclosed to people who need to know.
- Staff/volunteers who receive information about children and their families should share that information strictly within the appropriate professional contexts.
- Parents and members of the wider community who are in receipt of information which may cause concern may speak directly with Children's services or with designated staff in school who will follow agreed procedures.

13. Monitoring and Record Keeping

- I. In order to plan an appropriate Curriculum for each child, it is normal practice for staff to monitor and record the progress and behaviour of individual children, and to keep such records which are available to parents.
- II. We acknowledge that effective monitoring and record-keeping play a vital role in cases of suspected/actual child abuse. From the time that suspicion is first aroused, staff have a responsibility to record the significant details carefully and accurately on the school's safeguarding concerns form. Notes should be signed and dated, so that they may be presented for use at a later date if necessary.
- III. To ensure confidentiality, any such recorded information will be placed apart from the child's developmental notes in a special child protection file to be kept under lock and key. This file will be opened to members of staff only at the discretion of the designated person.
- IV. Monitoring and recording will be ongoing until such time as the child leaves the school.

V. Records regarding individual children will be shared in a timely manner with any receiving schools e.g. when Y6 pupils transfer to secondary school or when pupils move mid-key stage. Where children leave the school or college (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Receiving schools will sign a receipt of acceptance following the transfer of paper files containing pupil records. (In line with GDPR protocol) The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

VI. Amongst important factors to be recorded are: -

- Patterns of attendance
- Changes in mood
- Changes in class room functioning
- Relationships with peers/adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Injuries/marks past and present (a drawing of a body outline will be provided for this purpose)

VII. Governing bodies should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. **Staff are aware that The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

14. Allegations of Abuse/Suspected Abuse Involving a Member of Staff

1. Allegations that may meet the harms threshold

This section is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school. This guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- a. behaved in a way that has harmed a child, or may have harmed a child and/or;
- b. possibly committed a criminal offence against or related to a child and/or;
- c. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children (includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk)

- I. If an allegation of abuse is made against a member of staff (including supply staff and volunteers), the person receiving the allegation must take it seriously and immediately inform the Headteacher. They should also make a record of the concerns including noting anyone else who witnessed the incident/alleged incident.
- II. It is essential that the following process is dealt with quickly, fairly and consistently; and effective protection for the child and support for the person subject to the allegation, is provided.
- III. It is the responsibility of the designated person to immediately inform the Chair of Governors, the Local Authority and The Diocese of St Albans:
- i. Stephen Edwards (via the school office)**
 - ii. Barnet's Investigations officer – 020 8 359 6056.**
 - iii. Diocesan Director of Education David Morton - 01727 818170**
- IV. The Head teacher and designated staff will recognise the need to act in a careful, measured way, bearing in mind that, for an innocent person to be subjected to a lengthy period of suspension and investigation is a serious ordeal, which can result in long-term damage to health and career. All attempts will be made to keep the damaging effects of all allegations to a minimum, whilst at the same time not compromising child protection. Information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.
- V. The Headteacher will investigate the allegation itself take written or detailed statements in consultation with the other 2 designated staff She will assess whether it is necessary to refer to LADO (Local Authority Designated Officer via the MASH team).
- VI. If the Headteacher decides, after this consultation, that the allegation warrants further action she must immediately make the referral to Children's Services following the Child Protection procedures. The Chair of Governors and St Albans Diocesan Director must also be informed, so that the Headteacher can be supported through the process. [Document: Allegations against staff working within the children's workforce in Barnet 2015]
- VII. Under these circumstances the member of staff/volunteer against whom an allegation has been made should NOT be informed of the said allegation until further action is agreed with the LADO. It may be necessary to discuss appropriate steps to ensure other children are not at risk. The allegation will be investigated in accordance with the Local Authority's Safeguarding Children Board procedures.
- VIII. If it is decided that it is not necessary to refer the case to Children's Services, the Headteacher will, in consultation with the St Albans Diocesan Director, decide whether there needs to be an internal investigation. The Headteacher will follow the St Albans Diocesan Director's guidance to conduct this appropriately.
- IX. Once the appropriate LA officer and Diocesan board have become involved, it is likely that a Strategy Meeting will be called to decide whether there is substance in the allegation. This will be attended by one of the designated staff.
- X. The substantive decision on whether to investigate under local Safeguarding Procedures will rest with the LADO.
- XI. If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, it will be considered whether any disciplinary action is appropriate against the individual who made it.

2. Concerns that do not meet the harm threshold

Low level concerns

There is a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

All staff know that any such concerns are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools from potential false allegations or misunderstandings.

15. Allegations against the Headteacher

- I. The procedures below will be followed where it is alleged that the Headteacher has:
 - a. behaved in a way that has harmed a child, or may have harmed a child;
 - b. possibly committed a criminal offence against or related to a child;
 - c. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- II. Any such allegations will be reported to the second designated person and the deputy head who should immediately inform the Chair of Governors Mr Stephen Edwards [via the school office]. It is the responsibility of the designated person to immediately inform the Local Authority and The Diocese of St Albans:

The appropriate LA Safeguarding Officer is Jane Morris – 020 8359 7743
Diocesan Director of Education David Morton 01727 818170

- III. The second designated person and the deputy head will recognise the need to act in a careful, measured way, bearing in mind that, for an innocent person to be subjected to a lengthy period of suspension and investigation is a serious ordeal, which can result in long-term damage to health and career. All attempts will be made to keep the damaging effects of all allegations to a minimum, whilst at the same time not compromising child protection.
- IV. Once the appropriate LA officer and Diocese has become involved, it is likely that a Strategy Meeting will be called to decide whether there is substance in the allegation. This will be attended by either the designated person or deputy designated person.
- V. The process will follow that for allegations against staff but with the other designated staff steering the process.

16. THE LEAD GOVERNOR ON CHILD PROTECTION

The lead governor is Mr Stephen Edwards - Chair of Governors.

Other governors have attended and accessed Safeguarding training.

17. TRAINING: Designated staff will receive updated training every 2 years, all other staff every 3 years. The designated safeguarding leads will also undertake Prevent awareness training. Training will provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can

increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

Procedures will be reviewed with all staff annually at the beginning of each academic year. Regular updates will be provided at least every term or more frequently if required.

The policy will be reviewed at yearly intervals by governors.

This policy complies fully with the London Child Protection Procedures and Local Authority Child Protection Procedures.

The policy is fully compliant with our duty under the Disability Act and the Equality Act 2007. It must also be used in conjunction with the school's other safeguarding policies:

- Behaviour Policy including Anti-Bullying Policy and Physical Restraint Policy (references to reasonable force)
- Single Equalities Policy (Encompassing: Race Equality Policy, Health, Safety and Welfare Policy, Sex and Relationship Policy, Looked After Children Policy, Disability Equality Duty Policy)
- Drugs Policy
- Whistleblowing Policy
- First aid policy
- Critical incidents Policy
- Safer Recruitment Policy
- Online-Safety Policy
- Medical Needs Policy
- Educational Visits Policy
- Mobile Phone Policy

Signed :

Mrs M Adams and Mrs M Constantinou
Head teachers

Mr Stephen Edwards
Chair of Governors

CONTACTS

School Contacts: Designated Persons for Child Protection: Mrs Mel Adams (Head Teacher), Mrs Maria Constantinou (Headteacher – Inclusion), Eileen Beechey (Deputy Head), Lucy Richardson (Deputy Head).

Nominated Governor: Stephen Edwards (Chair of Governors) via the school office

Local Authority Designated Officer (LADO): Shrimati Bissessar Tel: 020 8359 4528 Mobile: 0790 358 2861

Barnet Children's Services Consultation Line: 9.30 -11.30am Tuesday and Wed. 020 8359 4336

Barnet Children's Services – Multi Agency Safeguarding Hub (MASH) 020 8359 4066/4097

Police Child Abuse Investigation Team 020 8733 5070

Barnet Children's Safeguarding Board www.barnetscb.org

Joint Police and Children's Social Care Protocol for Dealing with Children Missing from Care Children Missing from Education Officer: 020 8359 7746/7892

Prevent Officer: Perryn Jasper 0208 359 7371/07856 002 586

Other Contacts:

Crimestoppers 080 55 11

NSPCC 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk .

Childline 080 11 11

Kidscape Bullying Helpline 0207 730 30

Samaritans 0845 790 9090

CEOP (Child Exploitation and Online Protection Centre) www.ceop.gov.uk

