



Amendments  
and Additions

## **CYRIL JACKSON PRIMARY SCHOOL CHILD PROTECTION POLICY**

### **VISION:**

Cyril Jackson is a safe and stimulating environment where children encounter challenging and creative learning experiences.

Each member of the school community is motivated to be a life-long learner.

We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

### **STATEMENT OF AIMS:**

To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.

To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.

To value each individual's contribution irrespective of race, gender, religion or ability.

To encourage children to be aware of their behaviour and how it affects other people.

To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.

To ensure that the curriculum reflects the richness of our multi-cultural society.

To foster and build on relationships with parents, governors and the wider community.

To provide a planned process of staff development.

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## INTRODUCTION

### Purpose of a Child Protection policy

- To inform staff, parents / carers and governors about the school's responsibilities.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

### Tower Hamlets Child Protection Procedures

Cyril Jackson Primary School follows the procedures outlined by the *Tower Hamlets Local Safeguarding Children Board – a guide to procedure and practice for all professional staff in Tower Hamlets who work with children.*

This policy is to be read in conjunction with:

- London Child Protection Procedures (5<sup>th</sup> Edition, 2013):  
<http://www.londoncpc.co.uk/>

and

- *Tower Hamlets Local Safeguarding Children Board: Child Protection Procedures for Staff Working in Children's, School and Family Settings* (September 2017).

and

- *Tower Hamlets Local Safeguarding Children Board: Procedures for Managing Allegations of Abuse against Staff working in Children's, School and Family* (April 2018).

### School Staff

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

We recognise the important role the school has in the early recognition of

the signs and symptoms of abuse and neglect. We ensure that we make effective and fair use of all the appropriate referral process.

### Ethos of the School

The school aims to develop an atmosphere in which children feel secure, in which their viewpoints are valued, and in which they are encouraged to talk and listen.

Amended  
09/18.

## **STATUTORY FRAMEWORK**

*Keeping Children Safe in Education* (Department for Education, September 2016) [KCSIE16] defined safeguarding as:

protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The Teachers' Standards (2012) state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The school is expected to adhere to the statutory guidance given in *Keeping Children Safe in Education* (Department for Education, September 2018) [KSCIE18]. All staff should read at least Part One of *KCSIE18*; designated child protection officers should read all of it. *KCSIE18* places the following responsibilities on the school:

- To provide a co-ordinated offer of early help when children with additional needs are identified.
- To work alongside statutory agencies, including Social Care, the police and the Local Safeguarding Children Board.
- To ensure that a member of the governing body is nominated to liaise with the Local Authority Designated Officer in the event of an allegation of abuse being made against the headteacher; and to ensure that the school has procedures enabling it to make

appropriate referrals in the event of an allegation being made against any other member of staff; and to ensure that the school has procedures enabling it to respond appropriately to allegations of abuse made by children against other children.

- To ensure that an effective Child Protection Policy is in place; to ensure that the Child Protection Policy is available to staff (and volunteers) from the point of induction; to ensure that the Child Protection Policy is reviewed annually; to ensure that the Child Protection Policy is published on the school website; to ensure that mechanisms exist to help staff to understand and discharge their role and responsibilities as described in the Child Protection Policy; and to ensure that the Child Protection Policy is followed by all staff.
- To ensure that the school makes suitable responses to children who go missing from education.
- To appoint a member of the school's staff as designated safeguarding lead; to ensure that this person accesses regular and appropriate training; to ensure that the role is covered in the event of the absence of the designated member of staff; and to ensure that all staff access Child Protection training in line with the advice of the LSCB.
- To ensure that children are taught about safeguarding through the curriculum.
- To ensure that Safer Recruitment and Disqualification protocols are consistently observed.
- To ensure that the wishes of children are heard and respected.
- To ensure that the school is aware of which of its children are Looked After Children, and to work in liaison with other agencies to ensure that these children, who are especially vulnerable, are kept safe.

In line with previous guidance, parents should be made aware of the school Child's Protection Policy and the fact that cases may need to be

referred to statutory services (*ie*, Children's Social Care) or the police, in the interests of the child.

Amended  
09/18.

## DESIGNATED CHILD PROTECTION OFFICERS

The designated child protection officers at Cyril Jackson Primary School are Hodo Dirir (Head of School and Designated Child Protection and Safeguarding Lead, email: [h.dirir@cyriljackson.towerhamlets.sch.uk](mailto:h.dirir@cyriljackson.towerhamlets.sch.uk), tel: 020 7987 3737), Gillian Kemp (Executive Headteacher), Deborah Atoyebi (HR and Inclusion Officer), Catherine Beckford (Assistant Headteacher), Rukeya Begum (Home-School Liaison Worker), Jesslyn Holman (Assistant Headteacher), Aysha Islam (Head of UKS2), Lipi Islam (Home-School Liaison Worker), Lucy McCall (Assistant Headteacher), Mark Ripper (Pastoral Support Administrator).

It is the duty of the Lead Officer for Child Protection and other trained designated child protection officers based in the school to:

- Ensure that the Tower Hamlets Local Safeguarding Children Board's procedures are followed in the school.
- Ensure that all staff are aware of these procedures.
- Ensure that the Headteacher is kept informed of any concerns.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns (*e.g.* whether to refer to Social Care).
- Liaise with Children's Social Care over suspected cases of child abuse.
- Ensure that accurate records relating to individual children are kept in a secure place and marked 'Strictly Confidential'.
- Submit reports to (and attend) Child Protection Conferences.

- Ensure that the school effectively monitors children who have been identified as 'at risk'.
- Provide guidance to parents / carers, children and staff about obtaining suitable support.

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09/18.

## SCHOOL PROCEDURES

If any member of staff is concerned about a child he or she *must* inform one of the designated child protection officers (listed above). The designated child protection officers 'are most likely to have the complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns' (*KCSIE18*).

- Information regarding the concerns must be recorded by the member of staff on the same day via CPOMS. The school also retains a Cause for Concern form which may be used in the event that CPOMS is unavailable. The recording must be a clear, precise, factual account of the observation. The account must be dated and signed.
- The designated officer to whom the report has been handed will abide by the guidance of the Local Safeguarding Children Board, and may refer the matter to the Multi-Agency Safeguarding Hub (MASH) in Tower Hamlets Children's Social Care. The Headteacher must be briefed before a referral is made. In some circumstances, parents *may* be notified, but staff should *not* notify parents in advance if there is any risk of (a) further endangering the child or children involved; (b) compromising the integrity of any evidence which may later be used in court, or (c) causing any alleged perpetrator of child abuse to be protected from investigation. Only Designated Child Protection Officers should make decisions about when to disclose Child Protection issues to parents and other staff must assume that information about Child Protection issues is strictly confidential, and act accordingly.
- If a referral is made to the MASH, the designated officer will ensure that a written report of the concerns is sent to the social worker dealing with the case within 48 hours.



- Particular attention is paid to the attendance and development of any child who has been identified as 'at risk' or who has been made subject to a Child Protection Plan.
- If a pupil about whom safeguarding concerns have been raised changes school, one of the designated officers will inform the social worker responsible for the case (if there is one), transfer the appropriate records to the receiving school, and provide specific information relating to support and wellbeing where appropriate.
- All staff will have regular training – at least annually – on areas related to child protection. These areas include:
  - Child protection procedures, the Child Protection Policy and the Code of Conduct;
  - Updates on changes to legislation, policy and procedure in the area of child protection;
  - Specific guidance in recognising signs of abuse, FGM, child trafficking and exploitation, child sexual exploitation, children at risk from extremism and radicalisation, domestic violence, e-safety (use of ICT, the internet and social media), forced marriage, violence against women and girls, involvement in gangs, drugs and neglect.
- Staff who have ongoing concerns about 'poor or unsafe practice and potential failures in the school's safeguarding regime' (*KCSIE18*) should follow the protocols described in the school's Whistleblowing Policy. There is also an NSPCC Whistleblowing helpline, available at 0800 028 0285.

Amended  
09/18

## **WHEN TO BE CONCERNED**

Child abuse can take place in a number of different settings, of which the following are examples:

- It occurs most commonly where the young person knows the individual/s concerned and they are trusted. This can include

parents, carers, babysitters, siblings, relatives, or friends of the child or of the family.

- The abuser is sometimes someone in authority such as a teacher, teaching assistant, youth leader, children's worker or church worker / leader.
- Evidence shows that some abusers set out to obtain employment with children in order to give themselves opportunities to perpetrate abuse.
- *KCSIE18* emphasises the importance of 'contextual safeguarding', 'which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare'.

As an organisation working with children and young people, Cyril Jackson has a responsibility to act if abuse comes to light, to protect children from the possibility of being abused within school, and to respond to disclosures of abuse outside school. For the purposes of this policy a child or young person is anyone under the age of 18 years of age (Appendix B: Categories and Signs of abuse).

Staff should be concerned about a pupil if he or she:

- Has any injury which is not typical of the bumps or scrapes normally associated with children's injuries.
- Frequently has unexplained injuries or injuries for which confused or conflicting explanations are given.
- Frequently has injuries (even when apparently reasonable explanations are given).
- Exhibits significant changes in behaviour, or exhibits behaviour which is inappropriate to his or her age.
- Discloses an experience in which he or she may have been significantly harmed.

- Goes missing from – that is, persistently fails to attend – school or education.

Further advice about identifying possible signs of abuse is available in *What to do if you are Worried a Child is being Abused* (Department for Education, March 2015).

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

### **DEALING WITH A DISCLOSURE**

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without showing shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child but not make promises which it might not be possible to keep.
- Not promise confidentiality – the requirement to act in the child's best interests means that it might be necessary to refer the matter to other services.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct questions.
- Ask open questions rather than leading questions.
- Not criticise an alleged perpetrator.
- Explain what has to be done next and who has to be told in an age

appropriate way.

## **RECORD KEEPING**

When a pupil has made a disclosure the member of staff should use the standard school form to:

- Make brief notes as soon as possible after the conversation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Use a body map to indicate the position of any bruising or other injury.
- Record statements and observations rather than interpretations or assumptions.

## **DETECTION – SIGNS OF ABUSE**

In all of this, care should be taken, as misreading the signs of abuse can result in significant harm or trauma to the child and their family. In general staff will not have the expertise to ‘diagnose’ child abuse but do have a responsibility to be alert and aware of the signs.

Just because a child exhibits one of the signs listed above, this does not mean that they have been abused. Nevertheless, the presence of one or more of the signs, or their repeated presence, might raise concern and should be used as a prompt for referral to a Designated Child Protection Officer.

## **SUPPORT**

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 should, therefore, consider seeking support for him/herself and discuss this with one of the designated officers.

Amended  
09/18.

## **ALLEGATIONS INVOLVING SCHOOL STAFF, GOVERNORS, VISITORS OR VOLUNTEERS**

Allegations against school staff, governors, visitors or volunteers may take any of the following forms (*KCSIE18*):

- That a member of staff, governor, visitor or volunteer has behaved in a way that has harmed a child, or may have harmed a child;
- That a member of staff, governor, visitor or volunteer has possibly committed a criminal offence against or related to a child; or
- That a member of staff, governor, visitor or volunteer has behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

If a child, or parent, makes a complaint of abuse against a member of staff, governor, visitor or volunteer, the person receiving the complaint must take it seriously and immediately inform the Headteacher.

Any member of staff or volunteer who has reason to suspect that a pupil may have been abused by another member of staff, governor, visitor or volunteer, either at school or elsewhere, must immediately inform the Headteacher. He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but immediately refer the matter to Tower Hamlets Children's Social Care.

If the concerns are about the Headteacher, the Chair of Governors should be notified as soon as possible. The Chair of Governors will then refer the case to the Local Area Designated Officer.

The school has a duty of care towards its staff. If an allegation against a member of staff or volunteer occurs, advice will be made available to the member of staff or volunteer in accordance with the guidance given in *KCSIE18*.

Any of the following decisions may be reached about an allegation

against a member of staff or volunteer:

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

If an allegation is substantiated, the Headteacher (or, if the Headteacher is the subject of the allegation, the Chair of Governors) will review the case with the Local Area Designated Officer. If an allegation is found to be malicious, the Headteacher (or Chair of Governors) will consider whether further internal disciplinary action or police action should be taken against the individual making the allegation.

It is clarified in *KCSIE18* that the reporting restrictions described in the Education Act 2002 relating to allegations against staff members apply specifically to teachers.

For further information please see:

- *KCSIE18* – part 4 gives considerable detail about the processes which are followed when allegations against staff or volunteers are made
- *Procedures for Managing Allegations of Abuse against Staff working in Children's, Schools and Family Settings* (Tower Hamlets LSCB, April 2018)

Alternatively, contact:

Children's Social Care MASH  
Telephone: 020 7364 3444

Children's Social Care Out of Hours Team

Telephone: 020 7364 4079

Police Child Abuse Investigation Team

Telephone: 020 8217 6484

If a person in regulated activity (for a definition, see <http://tinyurl.com/l7afaey>) has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, and where the harm test is satisfied in respect of that individual, and where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence, then the school will make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Amended  
[information  
sharing  
content  
added], 09/18

## **CONFIDENTIALITY AND INFORMATION SHARING**

Dealing with Child Protection matters often raises issues of confidentiality, which must be clearly understood by all staff. Staff should take care to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding officers and Children's Social Care. Both teaching and non-teaching staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Social Care and the police). If a child confides in a member of staff and requests that the information be kept a secret, it is important that the member of staff tells the child sensitively that he / she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's safety. Promises to keep secrets may, therefore, not be in the child's best interests, and the child's best interests must be the determining factor in professionals' interactions with children. Within that context, the child should, however, be assured that the matter will only be disclosed to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contacts. Child Protection records should be kept securely in a locked cupboard.

*KCSIE18* says that 'information sharing is vital in identifying and tackling all forms of abuse'. The school aims to work alongside associated

professionals from a range of disciplines – including social care, health and so on – to ensure the safety and wellbeing of the children in its care, and information is normally shared with these agencies with the consent of the person identified in or by the information. We presuppose that the adult with the authority to make a decision about the disclosure of a child's information is their parent or legal guardian. In some circumstances, where a child or vulnerable person has suffered or is at risk of suffering significant harm, the school may legally share information with other services without the consent of the relevant individual.

Amended  
09/18.

## **EARLY HELP**

*KCSIE18* places a continuing emphasis on 'early help'. It requires all staff to be aware of the early help process, and to understand their role in it. This includes identifying emerging problems, liaising with a designated safeguarding officer, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Children experience measurable benefits when practitioners recognise their difficulties in a timely fashion, and follow clear procedures to remediate them. The Early Help Assessment (EHA) and Team Around the Child or Family (TAC or TAF) processes are frequently used to engage with children and families, helping them to identify ways forward before the threshold for significant harm is reached. The school's work in this regard conforms to the expectations of the Local Safeguarding Children Board and the Tower Hamlets Family Wellbeing Model.

Amended  
09/18.

## **TRANSPARENCY FOR PARENTS**

*KCSIE18* continues to highlight the school's role in protecting children from abuse. The Local Authority suggests that schools include the following statement in school brochures or information documents for parents / carers.

'All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the Department for Education to safeguard the welfare of all their pupils. In doing so, schools are



expected to consult with Children's Social Care if they believe there is a possibility that a child may be suffering from abuse or neglect.

A referral to Children's Social Care is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention. This is in accordance with Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures.

Cyril Jackson Primary School has a Child Protection Policy and this refers to Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures. Both of these documents are publicly available and can be consulted by parents / carers.

The Designated Officers for Child Protection are:

Hodo Dirir (Head of School and Designated Child Protection and Safeguarding Lead, email: [h.dirir@cyriljackson.towerhamlets.sch.uk](mailto:h.dirir@cyriljackson.towerhamlets.sch.uk), tel: 020 7987 3737), Gillian Kemp (Executive Headteacher), Mark Ripper (Pastoral Support Administrator), Deborah Atoyebi (HR and Inclusion Officer), Lipi Islam (Home-School Liaison Worker), Catherine Beckford (Assistant Headteacher), , Rukeya Begum (Home-School Liaison Worker), Aysha Islam (Head of UKS2), Jesslyn Holman (Assistant Headteacher), Lucy McCall (Assistant Headteacher).

Any one of the above-named people will be happy to discuss any questions or concerns parents / carers may have about Child Protection practice.'

This policy will be reviewed annually by the Governing Body.

Reviewed September 2018.

Signed by Chair of Governors:

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Date:

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I understand and will abide by the Child Protection Policy and accept that failure to do so may result in this document being referred to, if disciplinary matters arise against me.

Name.....

Signature.....

Date.....

*Gillian Kemp.*  
.....

Gillian Kemp for and on behalf of Cyril Jackson School



Cyril Jackson Primary School

Appendix A: Child Protection – Record of Concern

This must be completed **as soon as a concern is raised**

Name of adult recording concern:		
Full name of child:		
Class:		Class Teacher:
Date:		
Time:		
Place:		
<p>Incident/Record of Concern: Please make a clear record of the incident or disclosure using the child's exact words. (Continue on separate sheet if necessary.)</p>		

Attach any notes or pictures the child may have written / drawn.		
Please circle which Child Protection Officer has been informed.		
Deborah Atoyebi	Catherine Beckford	Rukeya Begum
Hodo Dirir	Jesslyn Holman	Aysha Islam
Lipi Islam	Gillian Kemp	Lucy McCall
Mark Ripper		
Time concern noted with CPO:		
Record of action taken:		

Notes

Appendix B: **Categories and Signs of Abuse****Background**

This policy acknowledges that:

- Child abuse exists and can present itself in any of the following forms: physical, emotional, or sexual; or as neglect. Neglect often involves features of one or more of the other forms of abuse; all forms of abuse may involve aspects of emotional abuse; and all of these forms of abuse may occur alone or in combination.
- Children may be abused and/or neglected by their parents, carers, guardians or other trusted adults as well as by strangers.
- Abuse may be perpetrated by individuals, by groups or by networks of individuals.
- Children may also be abused by other children.

Children of all races, religions and cultures, with or without disabilities, and from any model of family life, have an equal right to protection from abuse.

Amended  
09/18.

**Categories of Abuse**

The definitions of physical abuse, emotional abuse, sexual abuse and neglect given below are taken from *KCSIE18*.

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

**Physical Abuse:**

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

**Emotional Abuse:**

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

**Sexual Abuse:**

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

**Neglect:**

The persistent failure to meet a child's basic physical and/or

psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Organised Abuse**

Organised or multiple abuse may be defined as abuse involving one or more abuser and a number of related or non-related abused children and young people. The abusers concerned may be acting in concert to abuse children, sometime acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.

Organised and multiple abuse occur both as part of a network of abuse across a family or community, and within institutions such as residential homes and schools.

**Note:** Children whose situations do not currently fit the above categories may also be at significant risk of harm. This could include situations where another child in the household has been harmed or the household contains a known abuser.

### **Signs of Physical Abuse**

- Any injuries, bruises, bites, burns, fractures, *etc*, which are not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls, rough games, *etc*.

- Injuries which appear to have been caused by a weapon e.g. cuts, welts, *etc.*
- Injuries which have not received medical attention.
- Instances where children are kept away from school inappropriately or without explanation.
- Self-mutilation or self-harm e.g. cutting, slashing, drug abuse.

### **Signs of Emotional Abuse**

- Changes or regression in mood and behaviour, particularly where a child withdraws or becomes clingy. Also depression/aggression
- Nervousness/inappropriate fear of particular adults e.g. frozen watchfulness
- Sudden changes in behaviour e.g. under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults e.g. excessive dependence
- Attention-seeking behaviour
- Persistent tiredness
- Wetting or soiling of bed or clothes by an older child

### **Signs of Sexual Abuse**

- Any direct disclosure made by a child concerning sexual abuse
- A child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- A preoccupation with sexual activity through words, play or drawing
- A child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations

### **Signs of Neglect**

- Regular poor hygiene
- Persistent tiredness
- Failure to provide equipment for physical well-being (e.g. inhalers, hearing aid, glasses, walking supports)



- Inadequate clothing
- Excessive appetite
- Failure to thrive e.g. poor weight gain
- Consistently being left alone and unsupervised

Amended  
09/18.

### **Specific Topics in Child Protection**

There are a number of additional areas that staff should have an awareness of in relation to keeping children safe. Some of these are given below with brief guidance. For more detailed guidance please follow the links provided.

#### **Female Genital Mutilation (FGM)**

Some girls are at risk from FGM from parents / carers who believe this will be in the best interests of the child. Vulnerable girls may well be coached that this will be a normal part of their upbringing. Staff should be aware of the following signs that may indicate a girl is at risk of being taken for FGM:

- Disclosure from a girl stating she is going to have a 'special operation';
- Planned withdrawal from school to a country where FGM is prevalent;
- Withdrawal from sessions where FGM is discussed (for example, in Sex and Relationships Education lessons in Year 6).

Staff should also be aware of signs that a girl may have already suffered FGM.

- Prolonged absence from school;
- Increased bladder infections, urinary, menstrual or stomach problems;
- Disclosure from a girl that she has been subject to FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a Mandatory Reporting Duty on school staff in regulated activity, social workers and healthcare professionals who, in the terms of the law, 'discover that an act of FGM appears to have been carried out' on a girl under the age of

18. The law assumes that 'discovery' takes place either by the disclosure of the victim or by third-party visual observation. The duty does not apply to young people who are thought to be at risk of FGM, or to vulnerable people over the age of 18. For the purposes of keeping children safe, our policy is to report all cases of FGM, whether discovered or merely suspected, to the police and Social Care.

Note that teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a specific reason not to, they should also still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Although the law allows for 'discovery' to occur by third-party visual observation, *KCSIE18* makes it clear that school staff in regulated activity 'should not be examining pupils'.

For more guidance please refer to 'Female Genital Mutilation: Multi-agency practice guidelines':

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355044/MultiAgencyPracticeGuidelines.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355044/MultiAgencyPracticeGuidelines.pdf)

### **Child Trafficking and Exploitation**

It can be difficult to detect signs of trafficking, especially if the victims of trafficking have been coerced into concealing the true nature of their situation. However, staff may notice:

- signs of neglect;
- poorly explained absences;
- inconsistency in terms of adults who are responsible for the child.

For a more detailed description of signs and symptoms, staff can visit <http://www.londonscb.gov.uk/trafficking/>

### **Child Sexual Exploitation (CSE)**

Some children are at risk of being exploited sexually by people who often appear to care for them. Staff should report any concerns where a child:

- has new possessions or unexplained gifts;
- talks about having older boyfriends or girlfriends;
- has mood swings or changes in emotional well-being;
- displays inappropriate sexualised behaviour.

Recent guidance clarifies the power dynamics which characterise SCE:

*What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.*

For more information on CSE, please refer to ‘What to do if you suspect a child is being sexually exploited’:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)

### **Children at risk from Extremism and Radicalisation**

As of 1 July 2015, all schools have a legal duty to have ‘due regard to the need to prevent people from being drawn into terrorism’. This is known as the Prevent duty. Further advice on schools’ duties is available here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

Since 2012, it has been required by law that teachers should not “undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.”

The Prevent duty is characterised by four key themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a

general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

**In our school, there are five key values help us to deter violent extremism. We aim:**

1. To understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and to model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;

2. To understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism; and to understand how to manage risks within the school;
3. To understanding how to support individuals who are vulnerable, through strategies to support, challenge and protect;
4. To increase the resilience of pupils and of the school community by helping pupils to acquire skills and knowledge to challenge extremist views, and by promoting an ethos and values that promote respect for others;
5. To use teaching styles and curriculum opportunities which allow grievances to be aired, explored and which demonstrate the roles of conflict resolution and active citizenship.

Exposing children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or participate in an act of violence. The processes by which young people can be radicalised are often comparable to grooming for sexual exploitation.

‘Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm.’ Home Office – The Prevent Strategy

The overall role of schools in safeguarding children is set out in the Government’s statutory guidance, *KCSIE18*.

## **STAFF TRAINING AND AWARENESS**

Training on recognising and responding to the risk of Violent Extremism and the role of professionals is available for school staff and other professionals from the Prevent Project Manager, Nojmul Hussain ([nojmul.hussain@towerhamlets.gov.uk](mailto:nojmul.hussain@towerhamlets.gov.uk); tel: 020 7634 4691) or from the Support for Learning Service (contact Liz Vickerie: [liz.vickerie@towerhamlets.gov.uk](mailto:liz.vickerie@towerhamlets.gov.uk); tel: 020 7364 6448).

A poster summarising the issues and referral procedures has been circulated to all staff and is also displayed in both staffrooms.

## Why might a young person be drawn towards extremist ideology?

A decision by a young person to become involved in violent extremism:

- May begin with a search for answers to questions about identity, faith and belonging;
- May be driven by the desire for 'adventure' and excitement;
- May be driven by a desire to enhance the self-esteem of the individual and promote their 'street cred';
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support;
- Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination.

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as "Muslims Against Crusades" or other non-proscribed extremist groups such as the English Defence League.
- Out-of-character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online; therefore, young people's involvement with particular groups may not be apparent through their social presentation.)

## REPORTING

To report concerns about a child being involved in, drawn into, or susceptible to violent extremism, Tower Hamlets have developed the following referral route:

1. Talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact the Social Inclusion Panel first).

2. Seek consent to complete an EHA assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
3. Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family with a programme of support.
4. If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, refer the case to the **Social Inclusion Panel (SIP)** using the EHA form.

**If in doubt: REFER to SIP.**

In Tower Hamlets the SIP is the panel which performs the function of “Channel” for those under 18 (Channel is the multi-agency discussion and planning network for cases requiring Prevent interventions). The Chair of SIP is Liz Vickerie ([liz.vickerie@towerhamlets.gov.uk](mailto:liz.vickerie@towerhamlets.gov.uk); tel: 020 7364 6448).

For Adults (those 18 or over), cases should be referred to the Safeguarding Adults Panel (SAP). Contact the Prevent Project Manager, Nojmul Hussain ([nojmul.hussain@towerhamlets.gov.uk](mailto:nojmul.hussain@towerhamlets.gov.uk); tel: 020 7634 4691).

If at any stage you are concerned that a child or young person is at imminent risk of harm you should also contact the Child Protection Duty Line on 020 7364 3444. If you suspect someone is actually engaged in terrorist activity, you should also contact the police or the anti-terrorist hotline immediately on 0800 789 321.

## **INTERVENTIONS WITH INDIVIDUALS**

The school may implement a number of strategies to support individuals, such as:

- Increased adult support, supervision and encouragement
- Positive buddying programmes

- Positive activities in and out of school
- Behaviour support / anger management programmes
- Attendance support
- 1 to 1 or group counselling (Place2Be)
- Parenting programmes with a Preventing Violent Extremism element
- Links with relevant voluntary or religious organisations
- Advice on cyber-safety (for pupils and parents)

And referrals (usually through SIP) for:

- Family Therapy / CAMHS programmes
- Targeted Youth Support
- YISP crime prevention programmes
- Police Prevent team support
- Specialised theological / educational programmes
- Intensive Family Support Programmes

## PREVENTION

The school seeks to prevent extremism through its curriculum and other activities:

These include:

- Work on community cohesion, tolerance and anti-violence addressed throughout curriculum: promoting alternative positive narratives to counteract extremist ideologies;
- Open discussion and debate of issues and the law in a supportive environment;
- Critical appraisal of sources / internet resilience / identifying propaganda – relevant for all subjects but especially when using the internet for research;
- Citizenship programmes – British Values;
- Social and Emotional Aspects of Learning;
- Anti-bullying work including homophobia and violence against women;
- Rewarding positive behaviour;
- Pastoral and induction support;



- Work on safety, risk and crime prevention;
- Opportunities for channelling positive engagement e.g. charity work / fundraising;
- Positive in and out of school hours programmes;
- Access to youth clubs and holiday programmes;
- Parenting programmes to ensure consistent messages between home and school.

## INTERNET SECURITY

Generally, what is good practice for safeguarding in other fields is good practice for safeguarding against extremism. Two main factors impact upon online safeguarding – these are user behaviour and network security.

The school enforces an Acceptable Use Policy, which includes provisions such as preventing access to private email on the network, ensuring web connected computers are in public areas, and monitoring browsing history. There is also, as always, a need to ensure that everyone knows what to do should they become concerned about something they find, or contact they receive, online.

The school has a robust filtering system in place, both at a school and service provider level. The school uses the London Grid for Learning. This has several layers of filtering:

- There is a global list of filtered sites that is determined by the Internet Watch Foundation, followed by a pan-London layer, also in compliance with the Internet Watch Foundation, applied across the capital by Atomwide.
- There is a Local Authority layer (administered in Tower Hamlets by Nic Teeman ([nic.teeman@towerhamlets.gov.uk](mailto:nic.teeman@towerhamlets.gov.uk)) where additional bespoke filtering for the borough can be applied, such as key words and URLs.
- There is a school layer. This gives the school the ability to request that specific URLs should be blocked (or unblocked), or to add key words to the proscribed list.

The school has the right to amend its filtering settings. The ICT co-ordinator and ICT technician have the necessary access rights, and they also receive training from LGFL and Atomwide. The school chooses to share its access rights with the Levett Consultancy / LA and seeks appropriate support in applying bespoke filtering policies.

The LGFL website has documents to explain these policies and processes in detail under the Support tab on their website [www.lgfl.net](http://www.lgfl.net). Pupils are required to log in using individual USOs (Unified Sign Ons) so that it is possible to track their personal online activity. Further levels of security can be added with other LGFL services such as Webscreen2 and MailProtect.

## **VISITORS AND USE OF SCHOOL PREMISES / FACILITIES**

- The school monitors the activities of any clubs or groups operating under the name of the school, or using its premises or facilities.
- Appropriate checks will take place for all visitors (e.g. by searching for the person or company on the internet).
- Visitors are expected to sign an “External Speakers Policy” to ensure that they uphold the values and policies of the school.

## **RESPONSIBILITIES**

- Vetting visitors – Mark Ripper (Pastoral Support Administrator)
- Access for groups using school facilities – Gillian Kemp (Executive Headteacher)
- Safeguarding and Child Protection – Mark Ripper (Pastoral Support Administrator) and Gillian Kemp (Executive Headteacher)
- Curriculum Development – Gillian Kemp (Executive Headteacher)

## **SCHOOL GOVERNORS**

Governors are responsible for ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation.

The school will report on these to the Governing Body and the lead Governor for Safeguarding.

## INTERVENTION TRIANGLE

*Below is a triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counteract extremist messages.*

*As you progress up the triangle, where a school identifies a concern with an individual, the school will use the EHA to assess and undertake TARGETED support work with the child / young person to divert them from harm. If concerns are more serious or do not respond to school interventions (or if you want advice) you should refer to the Social Inclusion Panel (SIP) which can provide additional support. At the top of the Triangle are those cases that are beyond Prevent because the young people in question are already involved in violent extremism.*

## **SPECIALIST INTERVENTIONS WITH YOUNG PEOPLE ALREADY ENGAGED IN EXTREME VIOLENCE**

Youth Offending Team, Social Care and the Police with multi-agency support.

### **Prevent – Targeted Work with Those at Risk**

**If concerns are serious or persist then refer to the Social Inclusion Panel which will advise and oversee the programme – if in doubt REFER!**

Intensive Family Support Programmes Family Therapy / CAMHS programmes

Police Prevent team support Targeted Youth Support

YISP crime prevention programmes Focussed theological / educational programmes

Parenting programmes with PVE element Links with relevant voluntary or religious organisations

Support from school attached police officer 1 to 1 or group counselling

Behaviour support / anger management programmes

Attendance support Positive activities in and out of school

Positive buddying programmes

Increased adult support, supervision and encouragement

**If there are concerns, start with an individual EHA action plan and work with parents to create a diversionary programme.**

### **Universal / Early Prevent Interventions**

Work on community cohesion, tolerance and anti-violence addressed throughout curriculum.

Alternative positive narratives.

Open discussion and debate of issues and the law in a supportive environment.

Critical appraisal of sources / internet resilience / propaganda – all subjects

Citizenship programmes – British Values

Social and Emotional Aspects of Learning

Anti-bullying work including homophobia and violence against women.

Rewarding positive behaviour

Pastoral and induction support

Positive in and out of school hours programmes

Access to youth clubs and holiday programmes

Opportunities for channelling positive engagement e.g. charities / community work

Parenting programmes to ensure consistent messages between home and school.

Work on safety, risk and crime prevention

## **Domestic Violence, Violence against Women and Girls, and Honour-Based Violence**

The definition of 'domestic violence and abuse' was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The definition from the Home Office is as follows:

'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality.

This can encompass, but is not limited to, the following types of abuse:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional.'

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said, domestic abuse can also be experienced by males, and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For more support please consult: 'Domestic violence and abuse': <https://www.gov.uk/domestic-violence-and-abuse>

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the

possibility of a child being at risk of HBV, or already having suffered HBV.

### **E-safety (use of ICT, the Internet, mobile technology and Social Media)**

The school has an E-Safety policy which includes guidance for all pupils in relation to E-safety and using the internet and social media. Appropriate software filters are in place to ensure that children access the internet safely. All children should be taught about E-safety as a routine part of the Computing curriculum.

Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the designated child protection person will take advice from the Duty Advice Line on how to proceed with regards to talking to parents/ carers about E-safety.

In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently staff must report any concerns in a timely way so that advice and support can be sought. For more guidance please follow the link to Child Exploitation and Online Protection Agency (CEOP) <http://ceop.police.uk/>

Sexting is understood as an umbrella term covering a range of harmful behaviours facilitated by electronic media devices and software. It is illegal to produce, distribute or view sexual images or videos of young people under the age of 18, and staff who suspect that images or videos of this nature have been produced or distributed should *not* make the independent decision to view the images unless there is a good and clear reason to do so. Further guidance is available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

### **Forced Marriage**

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is

recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (for example, shame and coercion). Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk. Staff should report any concerns so that the authorities can be made aware of the possibility of this form of abuse. For more information please see: 'Forced marriage' <https://www.gov.uk/forced-marriage>

### **Involvement in Gangs**

Involvement in gangs can lead to children and young people to become involved in crime; they may also become subject to exploitation in a range of ways. Consequently it is important that schools teach children how to be assertive and to recognise the dangers of becoming involved in gangs. Identifying children with issues related to negative behaviour and providing mentoring support is highly effective in preventing problems in the future.

Staff should report any concerns they have about a child's involvement in gangs as soon as possible so that the young person can be offered support and protection.

For more information see: 'Addressing Youth Violence and Gangs' [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

### **Drugs**

There is a clear drugs policy in place to guide staff what to do in the event of a drug-related incident. Staff should report any drug-related incident in the usual way and the member of staff responsible for drug-related incidents will follow policy guidance.

For more information on Drugs Policy and guidance for school staff see: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

[a/file/270169/drug\\_advice\\_for\\_schools.pdf](a/file/270169/drug_advice_for_schools.pdf)

## **Faith Abuse**

Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation.

Where staff have concerns about a child who may be subject to this form of abuse they should report it to a Designated Child Protection Officer.

For more information see 'Tackling Child Abuse linked to Faith or Belief':

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

## **Mental Health**

There are some children who experience mental health issues or have parents/ carers who have mental health issues. At times these issues may not have been shared explicitly and a child may be vulnerable if the appropriate support is not in place to ensure his/her safety. If staff have concerns related to a parent or carer's mental health or a child's mental health, they should report it to a Designated Child Protection Officer. In this way plans can be implemented to support all involved through starting an EHA with the family and involving appropriate external agencies.

Amended  
09/18.

## **Children who Harm Other Children (Peer on Peer Abuse)**

Guidance on this topic is given in the *London Child Protection Procedures* (5<sup>th</sup> edition, 2014): see [http://www.londoncp.co.uk/chapters/ch\\_harm\\_others.html](http://www.londoncp.co.uk/chapters/ch_harm_others.html). These guidelines can be used to inform the identification of, and initial response to, abuse:

Professionals must base their decision on whether behaviour directed at another child should be categorised as harmful or not on the circumstances of each case. It will be helpful to consider the following



factors:

- The relative chronological and developmental age of the two children (the greater the difference, the more likely the behaviour should be defined as abusive);
- Whether the alleged abuser is supported or joined by other children;
- A differential in power or authority (e.g. related to race, gender, physical, emotional or intellectual vulnerability of the victim);
- The actual behaviour (both physical and verbal factors must be considered);
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation;
- The degree of physical aggression, intimidation or bribery;
- The victim's experience of the behaviour and the impact it is having on their routines and lifestyle;
- Attempts to ensure secrecy;
- Duration and frequency of behaviour.

All professionals should make a referral to LA children's social care in line with Referral and Assessment Procedure when there is a suspicion or an allegation of a child:

- Having been seriously physically abused or being likely to seriously physically abuse another child or an adult;
- Having been seriously emotionally abused or being likely to seriously emotionally abuse another child or an adult;
- Having harmed another child or an adult.

The guidance relating to Peer on Peer Abuse has been significantly extended in *KSCIE18* (Part 5). The school will seek to identify the most appropriate pathway for dealing with alleged sexualised behaviour, including:

- Managing the matter internally;
- Providing early help;
- Referring the matter to Social Care;
- Referring the matter to the Police.

Note that 'where a report of rape, assault by penetration or sexual

assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.'

Amended  
09/18.

### **Children Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect. This topic links to others in this policy, including Female Genital Mutilation, Forced Marriage and Radicalisation / Extremism.

As a day school, Cyril Jackson is required by law to have an admission register and an attendance register. All pupils must be placed on both registers. The school should hold more than one emergency contact number for each pupil 'where reasonably possible'.

We undertake to advise the Local Authority if any pupil is to be deleted from the admission register under any of the following circumstances:

- Where a child has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Where a child has ceased to attend school and no longer lives within reasonable distance of the school;
- Where a child is in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period; and,
- Where a child has been permanently excluded.

In all applicable cases, the Local Authority must be notified when the condition for deletion is met, and before the child is deleted from the admission register. This enables the Local Authority to follow up on any concerns that may exist around the child's welfare.

When a child is deleted from the school roll, the school will record:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil

lives;

- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Where a parent notifies the school that a pupil will live at another address, the school is required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

In addition, all schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. Referral routes in these cases include (but are not limited to) the Attendance and Welfare Service and Children's Social Care.

Information  
re: governors  
and  
alternative  
education  
providers  
added 09/18.

## **Safer Recruitment**

See also the school's *Safer Recruitment and Selection Policy*.

*KCSIE18* clarifies the checks which the school must undertake before allowing staff to work in regulated or unregulated activity. For most substantive posts, an enhanced DBS certificate will be required. Contractors should also provide an enhanced DBS certificate if their work brings them into possible contact with children. Governors are also required to provide an enhanced DBS certificate.

Individuals can join the DBS Update Service at the point an application for a new DBS check is made, enabling future status checks to be carried out to confirm that no new information has been added to the certificate since its issue. This allows for portability of a certificate across employers.

The school will refer to the guidance given in *KCSIE18* to steer its work in recruiting, retaining and certificating (eg, for QTS), and when staff are removed from regulated activity or suspended.

If the school places a child with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. The school will get 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.

### **Private Fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a “close relative”. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).’

If you become aware that a child is being privately fostered, please notify a child protection officer. They will then notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

### **Young Carers**

Young carers are ‘children who help look after a member of the family who is sick, disabled or has mental health problems, or is misusing drugs or alcohol. Their day to day responsibilities often include cooking, cleaning, shopping, providing nursing and personal care, and giving emotional support’. (From [www.barnardos.org.uk](http://www.barnardos.org.uk)) Many bilingual

children also have interpreting responsibilities for monolingual parents and carers with health issues – attending appointments at the hospital, for example.

Support can be offered to young carers through Early Help procedures.

Added 09/18. **Physical Intervention and Restraint**

Staff should note the guidance given in *KCSIE18*:

‘There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. ... The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.’

In addition, please refer to the school’s *Behaviour: Positive Handling* policy.

Added 09/18. **Children with Family Members in Prison**

*KCSIE18* introduces this as a new category (in fact, *KCSIE18* mentions prison six times, whereas *KCSIE16* mentioned it once). Children with family members in prison are ‘at risk of poor outcomes including poverty, stigma, isolation and poor mental health’ and signposts professionals towards sources of support for children in this position.

Added 09/18. **Child Criminal Exploitation**

*KCSIE18* introduces this as a new category, making specific reference to ‘County Lines’ drug operations, in which children are trafficked to other parts of the UK for the purpose of dealing drugs in areas in which they are unknown to local welfare and law enforcement services. This

type of exploitation can:

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

Any concerns relating to Child Criminal Exploitation should be referred to a designated child protection officer.

Added 09/18.

### **Homelessness**

*KCS/E18* introduces this as a new category. 'Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.'

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.'