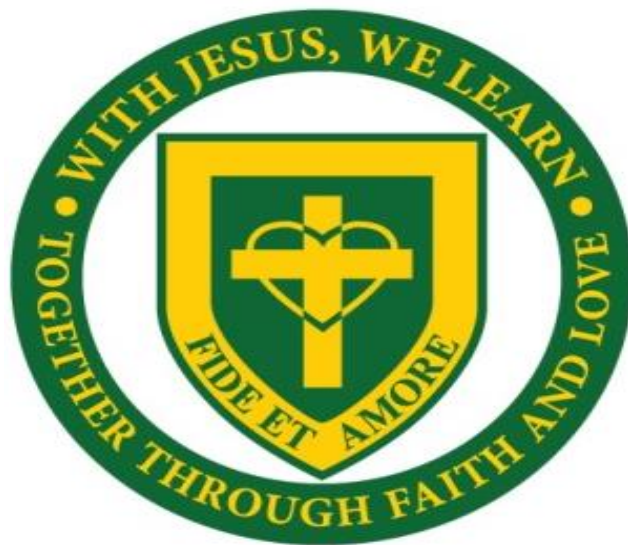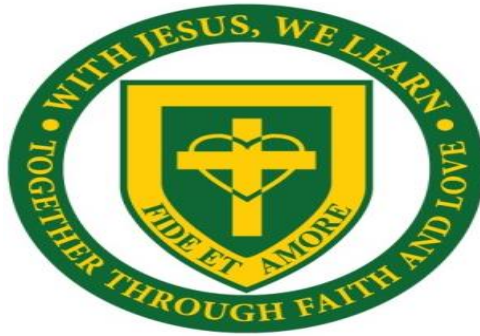# St. Mary's Catholic Primary School

'With Jesus, we learn together through faith and love'

Child Protection Policy

Updated 1 September 2023

'With Jesus, we learn together through faith and love'

Child Protection at St. Mary's
At St Mary's we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

Designated Safeguarding Lead (DSL) – Miss Shevlin (Head Teacher)

Deputy Designated Safeguarding Lead – Mrs. Chandarana

Child Protection Governor – Mrs Thorpe (Chair of Governors)

Please report any concerns regarding a child straight away to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in their absence.

<div align="center">**CHILD PROTECTION POLICY**</div>

AIMS AND OBJECTIVES
The aim of this policy is to safeguard and promote the welfare of the children in our care, our paramount responsibility is always to the children.

At St. Mary's we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

Children and young people should never experience abuse of any kind

We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:
- The welfare of the child is paramount

- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse

- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues

- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

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Every member of staff whether teaching or non-teaching, knows that they have a duty to be aware of child protection issues and to follow the child protection procedures laid down if they have concerns. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.
We recognise that because of the day to day contact with children, school staff are well placed to observe outward signs of abuse. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

This policy is written based on the document Keeping Children Safe in Education 2023 This policy has due regard to all relevant legislation and statutory guidance in relation to safeguarding

The school will therefore:
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure that children in the school know there are adults in the school whom they can approach if they are worried.
- Through including opportunities in different areas of the curriculum including religious education lessons, our Catholic ethos and Mission Statement. Also through many of our school polices including Behaviour, E-Safety, Equality and Equal Opportunities policies we hope to establish an awareness of responsibility to ourselves and others and to encourage children to show respect for each other.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Ensuring that key concepts of Child Protection are integrated within the curriculum
- Continuing to develop awareness in all staff of the need for Child Protection (particular care should be taken with children with disabilities and additional special needs) and their responsibilities in identifying abuse.
- The school is aware that some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- Ensuring that all staff are aware of referral procedures within the school and have training in child protection
- Monitor children who have been identified as 'at risk'.
- Liaise with other agencies that support the child such as Social Services, Child and Adult Mental Health Services, Health, Education Welfare Service now called the Participation Team, the Early Intervention and Prevention Services and Educational Psychology Service, LADO.
- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Ensure all staff are regularly training and have read and understood relevant documents relating to the safeguarding of children
- Work in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Through lessons, assemblies and talking with children we will help to teach the children to be safe

For the purposes of this policy, **"safeguarding and protecting the welfare of children"** is defined as:
- Protecting pupils from maltreatment.
- Preventing the impairment of pupils' mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.

- Taking action to enable all pupils to have the best outcomes.

Multi-agency working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will be fully engaged, involved, and included in local safeguarding arrangements.

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We recognise there can be additional barriers 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;
• being more prone to peer group isolation than other children;
• the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
• communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the school will ensure these children are carefully monitored and ensuring pastoral support as well as academic support is given to the children.

Pastoral Care

The Head teacher has overall responsibility for pastoral care of the children and school discipline.

If any child has a specific problem or disability which might affect their participation in school life in any way, it is in everyone's interests if this is pointed out to the school as soon as possible.

As a school we recognise and understand children and young people with special educational needs and disabilities can face additional safeguarding challenges.

The school aims to integrate fully all children into all activities. It aims to offer a secure environment to all pupils especially those who may be experiencing change in family circumstances either of a short or long term nature.

The Head Teacher and governors ensure safe recruitment practices are always

followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school Behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil
- Ensuring that, where a pupil involved with social services leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed.

Child Protection

The Head teacher is the Designated Safeguarding Lead (DSL).
All concerns must be reported to the Head teacher as soon as possible
In the absence of the Head teacher the Assistant Headteacher (Mrs Chanadrana) will take on the role of Designated Safeguarding Lead (DSL).
The school also has a designated Child Protection Governor (Mrs Maureen Thorpe)

All staff and Governors will be provided with training concerning child protection and safeguarding. This training will be updated regularly.
All agency workers and volunteers will know the schools safeguarding procedures and polices.

All staff and Governors have been provided with a copy of Part one of the DfE guidance *'Keeping Children Safe in Education'*

The Designated Safeguarding Lead is responsible for safeguarding and child protection at St. Mary's. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school; work with external agencies and professionals on matter of safety and safeguarding;
- undertake training and attend safeguarding meetings
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.

At St. Mary's we want parents and pupils to feel free to talk about concerns and to see school as a safe place where pupils worries and fears are taken seriously. However staff cannot guarantee confidentiality if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare.

Staff who observe injuries which appear to be non-accidental, or who are told anything significant by a pupil must report their concerns to the Head teacher who is the Designated Safeguarding Lead (DSL).

If staff have significant concerns about any pupil which may indicate physical, emotional, sexual abuse or neglect they must discuss this with the Designated Safeguarding Lead (DSL).

Staff recognise it is important to report any concerns about a child and to record this in writing.

The DSL will contact the agencies responsible for investigating child protection. School staff **do not** carry out investigations themselves, nor do they decide whether a child has been abused. That is a matter for the specialist agencies.

All concerns about a child must be put in writing. Staff must record their concerns on the Safeguarding Management online system as well as speaking to the DSL. The DSL and Deputy DSL will meet monthly to look at all records and concerns to monitor any actions and ensure there is follow up.

The Designated Safeguarding Lead (DSL) will then complete a referral to the MASH Team.

Please see Appendix 1 below - Definitions and signs of abuse

DEALING WITH DISCLOSURES OF ABUSE

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- ➢ stay calm and be available to listen – allow the child to talk freely
- ➢ Gather information the child gives you but we are not here to investigate.
- ➢ When asking questions remember only ask - **WWWWH / TED (Who, When , Where What Why/ Tell, explain, describe)**
- ➢ Be careful not to ask the child lots of questions.
- ➢ Tell – Tell the child they are not to blame
- ➢ Take seriously – you are not there to make judgements but need to take the child seriously
- ➢ Affirm- Tell the child it was the right thing to do
- ➢ Refer – Let the child know you must tell other people who will help. Tell the Designated Safeguarding Lead (DSL) straight away (Deputy Designated Safeguarding Lead (DSL) in their absence
- ➢ All concerns need to be put in writing

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.
The school will be fully engaged, involved, and included in local safeguarding arrangements.

Early Help Assessment (EHA) and Team Around the Family (TAF)

The EHA provides a tool for assessing a family and facilitating early intervention. The aim is to identify, at the earliest opportunity, where a family's needs are not being met, and provide timely and co-ordinated support to meet those needs. This will ensure families access the right service at the right time and stop issues escalating unnecessarily.
The Team Around the Family (TAF) is a multi- agency meeting where all the professionals working with the family, including the parent/care and child(ren) where appropriate, explore what help is needed and how this can best be provided.

If a member of staff feels any family needs additional support they will discuss their concerns to the DSL. The school will in consultation with families refer any family for Early Help support to see if they can get additional help for the family.

If whilst completing the assessment with the family and the school have child protection concerns or worried about a child they will contact children's social services immediately on 01895 556644
The school will contact the Stronger Families Hub in Hillingdon for any concerns or referrals.
strongerfamilieshub@hillingdon.gov.uk or call **01895 556006**

https://www.hillingdon.gov.uk/stronger-families

Allegations against staff

The school has a Whistle Blowing Policy that all staff have been informed about and know how to access. At St. Mary's we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay; any concerns about the Headteacher should go to the Chair of Governors (Child protection governor)

Information can also be found in the Whistle blowing Policy.

The school will deal appropriately with each suspicion or allegation of abuse against a member of staff, volunteer or governor in accordance with "London Child Protection Procedures and Practice Guidance Updated March 2023", and by consulting with the Local Authority Designated Officer (LADO).

If the school receives an allegation regarding an organisation or individual that has hired the school premises, the school should will follow their usual safeguarding procedures and process for managing allegations, including informing the LA designated LADO officer.

It is vital that staff should act quickly when a suspicion of abuse is noted. Delay may well lead to the child suffering further.

For the purposes of this policy, **"abuse"** is defined as a form of maltreatment of

a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **"physical abuse"** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **"emotional abuse"** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

For the purposes of this policy, **"sexual abuse"** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff will be aware of the indicators of abuse and neglect. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone

events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be 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; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Educating and protecting children

At St. Mary's pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff are aware that safeguarding issues can manifest themselves via Child on Child Abuse. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour policy.

At St. Mary's we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Online safety and personal electronic devices

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home. Each half term each class across the school will have lessons on e-safety and the information will be constantly reinforced throughout the year. We will also provide useful website links for parents with useful information and will inform parents of any concerns or information we receive on helping protect children online.

Staff will report to the DSl any concerns about a child's safety online
- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

Cyber-crime

For the purposes of this policy, **"cyber-crime"** is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:
- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

Child on Child Abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. **"child-on-child abuse"** is defined as abuse between children.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between children, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:
- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.

- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can 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.

Some of the Child on Child Abuse may occur outside school but staff need to report any concerns regarding the safeguarding of the child. We must be alert to the fact that sexual abuse can occur within a family. Grooming can often be by someone who has frequent access to the child for example a parent, family member, sibling, family friend etc.

Modern slavery

For the purposes of this policy, **"modern slavery"** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Sexual violence and sexual harassment will not be tolerated at St. Mary's.

Domestic Abuse

Domestic abuse can have a big impact on children and the whole family and it is important to be aware and report any concerns.

Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **"domestic abuse"** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. **"Abusive behaviour"** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional

abuse, or another form of abuse. **"Personally connected"** includes people who:
- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be follow the appropriate safeguarding procedures where concerns arise.

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Child abduction and community safety incidents
For the purposes of this policy, **"child abduction"** is define as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.
All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Child Criminal Exploitation (CCE)

For the purpose of this policy, **"child criminal exploitation"** is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

Identifying cases
School staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

Forms of abuse linked to culture, faith or belief
All staff at St. Mary's will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (ie that they 'could not happen here') and to report promptly any concerns to the Designated Safeguarding Lead who will seek further advice from statutory agencies.

Female Genital Mutilation is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration.
It is a legal requirement of all staff to report directly to the police if they know FGM has been carried out on a child. As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery,of FGM. Teachers failing to report such cases may face disciplinary action.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms and signs of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Children are taught about FGM as part of RSE scheme of work Ten Ten.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases

Forced Marriage

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse.

The marriage of a child under 18 has been considered a forced marriage in all circumstances; it is an offence to carry out any conduct for the purpose of causing a child to enter into marriage before their 18th birthday, even if the conduct does not involve threat, coercion or deception. The legislation covers "any religious or civil ceremony of marriage (whether or not legally binding)' Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional.
Forced marriage may also become apparent when other family issues are addressed, e.g. Domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway.
Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/underage sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'.

So-called 'honour-based' violence (HBV)

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.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Radicalisation
For the purposes of this policy, **"extremism"** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.
For the purposes of this policy, **"radicalisation"** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
For the purposes of this policy, **"terrorism"** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.
Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or

protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as **"the Prevent duty"**. The Prevent duty will form part of the school's wider safeguarding obligations.

Prevent

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school

- evidence of possessing illegal or extremist literature

- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

- secretive behaviour

- online searches or sharing extremist messages or social profiles

- intolerance of difference, including faith, culture, gender, race or sexuality

- graffiti, art work or writing that displays extremist themes

- attempts to impose extremist views or practices on others

- verbalising anti-Western or anti-British views

- advocating violence towards others

Any concerns about pupils becoming radicalised or being drawn into extremism will be reported.
If the school is concerned about extremism in a school, or if the school thinks a child might be at risk of extremism we can contact the DFE helpline.
Emailcounter.extremism@education.gsi.gov.uk
Telephone 020 7340 7264
The school may also contact for advice and information

Fiona Gibbs Stronger Communities Manager and Prevent lead for LB Hillingdon Tel: 01895 277035 or 07946714637 Email: fgibbs@hillingdon.gov.uk

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.
Pupils will be provided with the booklet 'Going to Court' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **"Operating equipment"** includes enabling, or securing, activation by another person without that person's knowledge, e.g. a

motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL

Sexting and the sharing of indecent images

The school will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible.

Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.

- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

For there to be a good and clear reason to view imagery, the DSL would need to be satisfied that this action is:
- The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts, e.g. the contents of the imagery, from the pupil(s) involved.
- Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the pupil or their parent in making a report.
- Unavoidable because the pupil has presented the image directly to a staff member or the image has been found on a school device or your school's network.
- Another parent has shared the image they found on their child's phone

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:
- Never copy, print, share, store or save the images
- Discuss the decision with the headteacher or a member of the SLT.
- Make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the headteacher or a member of the SLT.
- Make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the SLT. This staff member does not need to view the images.
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.

Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil and their parents to report imagery to sites on which it has been shared and will reassure them of the support available.

Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to Social Services.
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Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual

Activity.

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

• Acquisition of money, clothes, mobile phones, etc. without plausible explanation;

• Gang-association and/or isolation from peers/social networks;

• Exclusion or unexplained absences from school, college or work;

• Leaving home/care without explanation and persistently going missing or returning late;

• Excessive receipt of texts/phone calls;

• Returning home under the influence of drugs/alcohol;

• Inappropriate sexualised behaviour for age/sexually transmitted infections;

• Evidence of/suspicions of physical or sexual assault;

• Relationships with controlling or significantly older individuals or groups;

• Multiple callers (unknown adults or peers);

• Frequenting areas known for sex work;

• Concerning use of internet or other social media;

• Increasing secretiveness around behaviours; and

• Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

• Having a prior experience of neglect, physical and/or sexual abuse;

• Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);

• Recent bereavement or loss;

• Social isolation or social difficulties;

• Absence of a safe environment to explore sexuality;

• Economic vulnerability;

• Homelessness or insecure accommodation status;

• Connections with other children and young people who are being sexually exploited;

• Family members or other connections involved in adult sex work;

• Having a physical or learning disability;

• Being in care (particularly those in residential care and those with interrupted care histories); and

• Sexual identity.

The statutory definition of Child Sexual Exploitation (CSE) can be found in 'Working Together to Safeguard Children.

County lines

For the purpose of this policy, "County lines" refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Serious Youth Violence

Serious Youth Violence includes the threat, and intention to use violence towards children under 18 years old. SYV usually occurs in a public place, it may or may not involve the use of weapons and can result in serious physical injury or death. Perpetrators may act alone, or as part of a group, SYV does not always happen in the context of gang activity. The intention of SYV is cause significant injury, deprivation, psychological harm, possible criminal exploitation or death.

Signs and Indicators: (this list is NOT exhaustive)

- Non-accidental or unexplained injuries including:
- Bruising
- Fractures
- Fresh scars or minor cuts
- Chronic pain (back, arms, upper legs)

- ➢ Suspicious injuries (appear to be inflicted by a bladed article, or inconsistent with the explanation).
- ➢ Refusing to be referred to a hospital or GP for further examination.
- ➢ Inconsistent explanation about how the injury was obtained.
- ➢ Becoming defensive, angry, or hostile when exploring the injury sequence

of events.

This means that in school we will:
Notice and listen to children showing signs of being drawn into anti-social or criminal behaviour.
Use a risk assessment tool (Speak to MASH about getting and completed the risk assessment tool) to support referral to MASH for any children we are concerned about.
Be aware off and work with police and local organisations to disrupt as much as possible criminal exploitation

This includes the DSL referring any concerns about possible exploitation or gangs, even when there is not a named individual, to Axis. AXIS Service triangulate and analyse information shared by partners in Hillingdon; to inform concerns around children and young people at risk of/involved in Criminal/Child Exploitation, Serious Youth Violence or Anti-Social Behaviour.
In addition, AXIS Service can provide 1:1 support for identified children in need of intervention.
AXIS contact email: axis@hillingdon.gov.uk and phone number 07823501585
If a child has been a victim of crime or witnessed an incident of SYV victim support offer trauma informed, 1-2-1 emotional and practical support, in a safe and confidential setting.
 Please contact them on 0808 168 911

Children absent from Education
Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay. We have at least two contacts for every child. The school works closely with the Attendance Team in the LA and follow any up to date guidance they give us regarding the safety of the children.

St. Mary's will use Guidance on school attendance 'Working together to improve school attendance' to help improve attendance.

Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff

Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to children's social care.

Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage. As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding.

PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

The school knows it has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements.

Confidentiality and sharing information including GDPR Regualtions

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Safeguarding Documents are stored in the safeguarding folder in the staff folder on the computer and a paper copy in the staffroom (See Appendix 3)

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

Consent to share information is not needed if it would place a child at risk to obtain it

Mental health

We will continue to offer our current support for pupil mental health for all pupils.
Staff will be alert to mental health concerns of children and inform the SMT of any concerns.
We will also monitor children who are self-isolating at home.
Only trained professionals can diagnose mental health problems. But, as school staff, you're well-placed to spot signs that a child may be experiencing a mental health problem or may be at risk of developing one.

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering abuse, neglect or exploitation.
Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

Safeguarding Committee
The school has a governor Safeguarding Committee that meet at least twice a year to review all areas of safeguarding in the school. Other committees and meetings discuss different aspects of safeguarding across the school year.

This policy was updated in June 2023 and will be reviewed at least annually and shared with parents and the school community on the school website.

The school will complete a safeguard audit at least annually to ensure all areas are covered and an actions can be addressed.

Online safety and personal electronic devices.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.
Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the filtering and monitoring standards published by the DfE.Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online. The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils.

Reviewing online safety
The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Staff will report any concerns about pupils' or other staff members' use of

personal electronic devices or computers to the DSL, following the appropriate procedures.

Use of the school premises for non-school activities
If the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extracurricular activities and clubs
External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.
Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

Alternative provision
The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Monitoring and review
This policy is reviewed at least annually by the DSL (Head teacher) and governors. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve.
Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is **September 2024**

Appendix 1

Signs and Symptoms of Abuse and Neglect

Keeping Children Safe in Education

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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 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, although it may occur alone.

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

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

Safeguarding Children documents and Child Protection policy

Name:

- I have been made aware of my duty to safeguard and promote children's welfare

- The procedure for reporting concerns about a child has been explained to me

- I have read and understand the Child Protection Policy which is in the Safeguarding file in the staffroom and is also in on the school website and shared Staff file

- I can confirm that I have read and understood 'Keeping Children Safe in Education Part One (September 2023)'

- I understand my responsibility to report any concerns about a member of staff or volunteer in the school

Designated Safeguarding Lead – Ann Shevlin
Deputy Designated Safeguarding Lead –Sapana Chandarana
Child Protection Governor – Maureen Thorpe

All documents concerning Child Protection can be found in a Safeguarding file in the staffroom and on the computer in the Safeguarding Folder in the Staff folder

Child protection and welfare are the responsibility of **all staff** in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead.

Signature:

Name:

Date:

<u>**Appendix 2**</u>

<u>**Safeguarding Documents and Policies for staff to read and follow**</u>

- Child Protection Policy

- Whistle Blowing Policy

- Working Together to safeguard children

- Keeping Children Safe in Education 2023 Part One (Staff have to read)

- Staff Behaviours Principle Policy

- Mobile Phones and Social Media Policy

<u>**Children Protection**</u>

Child Protection and welfare are the responsibility of all staff in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the Designated Child Protection Co-ordinator(s)

REMEMBER   **1.**   **BE AWARE**
                                  2.   **SHARE CONCERNS**
                                  3.   **ACT QUICKLY**
                                  4.   **KEEP RECORDS**

This policy will be reviewed annually or sooner if there is new government advice

All staff must:

- **fully comply with the school's policies and procedures**
- **attend appropriate training**
- **inform the designated person of any concerns immediately**

This policy will be reviewed annually or sooner if there is new government advice

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
IICSA	Independent Inquiry into Child	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring

	Sexual Abuse	Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.