



# Deanesfield Primary School

## Safeguarding Policy

This policy should be read in conjunction with Keeping Children Safe in Education 2024 [Part 1 and Annex B], Staff Code of Conduct, Behaviour Policy, Attendance Policy [Child Missing in Education].

### IMPORTANT CONTACT DETAILS

DESIGNATED Safeguarding Lead: **Becci Ford**

Deputy Safeguarding Leads: **Pamela Taylor [Deputy Headteacher], Bhajan Matharu [Assistant Headteacher], Becca Earley [SEND Teacher]**

Safeguarding Governor: **Rachel Pye**

Child Protection Lead for Education & Deputy LADO: **Nicole Diamond** 07943097366

[ndiamond@hillingdon.gov.uk](mailto:ndiamond@hillingdon.gov.uk)

The Local Authority Designated Officer [LADO]: **Hannah Ives** 07753431285 [hives@hillingdon.gov.uk](mailto:hives@hillingdon.gov.uk)

Stronger Families [Hillingdon Multi-Agency Safeguarding Hub]

All child protection referrals to be made first by telephone: 01895 556006

[strongerfamilieshub@hillingdon.gov.uk](mailto:strongerfamilieshub@hillingdon.gov.uk) or [Stronger Families - Hillingdon Council](#)

Safeguarding and promoting the welfare of children is defined for the purposes of this policy and attached guidance as:

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

Deanesfield fully recognises its responsibilities for Child Protection and follows the 'London Child Protection Procedures' updated 31st March 2023 [<https://www.londoncp.co.uk/>].

At Deanesfield School 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 welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We always act in the best interest of the child.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse [Please refer to **Appendix A** for definitions, signs and symptoms of abuse]. The school will therefore:





- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. (As elements of this relate to child, parts of the safeguarding policy will be reviewed by the school council)
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse, bullying and racial harassment.

**At Deanesfield, we believe that all children should be protected from all forms of harassment. At Deanesfield, we have an Anti-Bullying Policy and Equality and Diversity Policy to ensure that children receive their education free from humiliation, oppression and abuse.**

We will follow the procedures set out by the Local Safeguarding Children's Board and take account of guidance issued by the Department for Education and Skills; ['Keeping Children Safe in Education' September 2024](#) and ['Working Together to Safeguard Children' December 2023](#) [updated February 2024] to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. The Designated Safeguarding Lead [DSL] at Deanesfield is the Inclusion Manager – **Becci Ford**. The Deputy DSL's at Deanesfield are Pamela Taylor [Deputy Head Teacher], Bhajan Matharu [Assistant Head Teacher and Becca Earley [SEND Teacher]
- 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;
  - raise awareness of safeguarding and child protection amongst the staff and parents;
  - ensure that child protection information is transferred to the pupil's new school;
  - be aware of pupils who have a social worker;
  - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff; and
  - work with others to ensure that the school's filtering and monitoring systems are functional and effective.

A detailed list of the role of the DSL can be found in Appendix C [page 170] (KCSIE 2024),

- Ensure that all staff are aware that if the DSL is not available, staff should speak to a member of the SLT and/or take advice from local children's social care (KCSIE (2024), paragraph 53)
- Ensure that all staff are aware that they should share any concerns they have about a child with the DSL. In addition, ensure that staff are aware that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experience as harmful. This should not prevent staff from having a professional curiosity and speak to the DSL [KCSIE 2024 paragraph 17].
- Ensure that the emergency contact numbers for the Child Protection Lead in Education at the Local Authority and the Stronger Families hub contact number and weblink are contained within this policy and are available in the school office.
- Ensure we have a nominated governor responsible for child protection – **Rachel Pye**. The Designated Safeguarding Lead will review the Child Protection Policy with the nominated governor and advise the governing body of any amendments that may be required at the first governors meeting of every academic year.
- Ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection. On the first Inset day of each new academic year, the Child Protection Policy is on the agenda to ensure clarity of procedures and to provide staff with the opportunity to voice concerns, opinions or suggest updates.





- Ensure that all staff have read and signed to confirm that are familiar with the relevant Statutory Guidance for schools:
  - ‘Keeping Children Safe in Education’ September 2024
  - ‘Working Together to Safeguard Children’ December 2023 [updated February 2024]
  - [‘Guidance for safer working practice for those working with children and young people in education settings’ February 2022](#)
  - [PREVENT Duty Guidance for Schools 2023](#) [Updated March 2024]
- Ensure that staff have read and understood the following school policies & procedures: Behaviour Policy, Attendance Policy, Inclusion Policy, Staff Code of Conduct in addition to the Safeguarding and Whistleblowing Policies. All relevant school policies and procedures can be located through links in the staff handbook.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- The Safeguarding Policy is reviewed each academic year with Governors, Staff and Parents to allow for open and frank discussion on any issues arising.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register [refer to Children Missing in Education below].
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. At the beginning of each year, this information is shared with those teachers where it is considered, by the designated person, to be in the best interests of a child in their class.
- Ensure that all staff are aware of child on child abuse [Keeping Children Safe in Education (2024), paragraphs 30-33] including sexting and understand the reporting procedures [**Appendix C**]. Further information can be found in [UKCIS Guidance: Sexting in School and Colleges, responding to incidents and safeguarding young people January 2017](#) and [UKCIS Guidance: Sharing nudes and semi-nudes December 2020](#) [Updated March 2024]
- Ensure all digital and paper records are kept securely; digital records have a two-factor authenticator and paper records are separate from the main pupil file, and in a locked location.
- Follow procedures as set out in the School’s HR Cooperative [endorsed by Hillingdon Local Safeguarding Board] ‘Dealing with Allegation of Abuse’ [reviewed & updated June 2021] where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed. For information regarding Safer Recruitment practices including information regarding [Disqualification by Association \[Childcare Act 2006 \(amended\)\]](#), please refer to the School’s HR Cooperative Safer Recruitment & Selection Policy and Procedure [reviewed & updated February 2022], which the school follows.
- Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

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 such as Children's Services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that we assess the risks and issues in the D community when consider the well-being and safety of our pupils [KCSIE (2024), paragraph 21]

We recognise that for a variety of reasons, children with additional needs [SEND] face an increased risk of abuse and neglect; therefore, adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

We will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead [Inclusion Manager] will work with all staff to identify pupils with particular communication needs.

### **Special Educational Needs and Disabilities**

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

We provide targeted support services for children and young people with Special Educational Needs and/or a Disability who need additional support with:

- Communication
- Learning and processing information
- Experiencing the world around them, including sensory difficulties
- Physical or medical conditions that affect their life and learning
- Coping with social and emotional challenges

The SEND Advisory Service can be contacted through the website: [Support and resources for children and young people with SEND and their families - Hillingdon Council](#)

### **How does our Curriculum Support Safeguarding of Pupils?**

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

To support pupils with confidence and knowledge of safeguarding issues we ensure our personal, social, health, citizenship education (PSHCE) programme allows many opportunities to develop their understanding. For example, we cover whole school national and global themes across the whole year such as Anti-Bullying week, Black History





Month, Safer Internet Day. We use assemblies to help children develop their sense of worth and confidence; increasing awareness of diversity and positive values in line with our Rights Respecting Award [UNICEF – please refer to PSHCE Policy]

Our PSHCE curriculum uses the scheme of work from Jigsaw. This offers a comprehensive programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

The scheme of work has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, the lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. The scheme of work can be found: [Personal, Social and Health Education \(PSHE\) | Deanesfield Primary School \(secure-primariesite.net\)](https://www.secure-primariesite.net)

### **Online Safety**

Research into online safety has identified 4 key areas to classify the risks faced by children and young people online and move beyond cyberbullying, grooming and pornography. The 4 C's are

- Content – What are young people looking at, engaging with or exposed to?
- Contact – What sort of contacts are young people experiencing, or even targeted by?
- Conduct – What sort of behaviours do young people participate in or are victims of
- Contract – What sort of interactions between individuals or companies are young people accepting or engaged with?

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. To ensure that children are safe when are accessing 'online learning' whilst out-of-school, we use vetted and safe learning platforms that have been reviewed and verified.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, as a school we do not allow pupils to bring their mobile phones in to school.

Children are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities [[KCSIE (2024) paragraphs 134-151]. Please refer to our E-safety Policy for further information: [Internet Safety | Deanesfield Primary School \(secure-primariesite.net\)](https://www.secure-primariesite.net). Guidance can also be found in Guidance for Safer Working Practices [February 2022].

**Support and guidance for parents to ensure safety online can be found on the school's website.**

### **Filtering and Monitoring**

Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:

- o Physical monitoring
- o Live software monitoring
- o Monitoring user logs
- o Monitoring individual devices

We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures. Each year (at least) our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood





by all staff and reports are effectively managed. All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns All our staff have taken part in annual cybersecurity training.

### Reporting Concerns

All staff should promptly share their concerns in writing, including verbal conversations to the Designated Safeguarding Lead. These should be promptly recorded in writing. All concerns regarding welfare, attendance/punctuality and behavior should be logged using CPOMS [Child Protection Online Management System]. Please refer to **Appendix B** for a flow chart for raising safeguarding concerns about a child.

### Confidentiality & Information Sharing

Please refer to the school’s Data Protection policy and the guidance document [‘Information sharing: advice for practitioners providing safeguarding services’ \(DfE, 2018 Updated May 2024\)](#).

Keeping Children Safe in Education (2024), paragraph 118 states clearly: ‘The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

### Safeguarding training for staff

Role	Training Type	Frequency
Designated Safeguarding Lead/Deputy Designated Safeguarding Lead	Safeguarding Children Level 3 Designated Safeguarding Lead Training Safeguarding Cluster Level 1 Safeguarding Safeguarding update and refresher Safeguarding Pro briefing NSPCC CASPAR briefing	Every two years  Twice each term Every two years Termly Weekly Weekly
Teaching Staff including HLTA’s	Level 1 Safeguarding Safeguarding update and refresher CPOMS update/refresher/drop in	Every two years Termly Termly
Teaching Support Staff	Level 1 Safeguarding Safeguarding update and refresher CPOMS update/refresher/drop in	Every two years Termly
Non-Teaching Staff	Safeguarding update and refresher	Yearly

Induction training for new staff takes place at the start of each academic year.

Regular updates and information given to all staff through Friday Briefing as and when necessary.

Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can ‘assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.’ This training is regularly updated. (see KCSIE (2024), paragraph 79.)

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

### Governors

School governors who are volunteers should be treated on the same basis as other volunteers, that is, an enhanced DBS check with barred list check should only be requested if the governor will be engaged in regulated activity. Governing bodies and proprietors can request an enhanced DBS check without a barred list check on an individual as part of the appointment process for governors.





## Volunteers

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

For new volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis schools and colleges must obtain an enhanced DBS certificate with barred list check. For new volunteers not in regulated activity schools and colleges should obtain an enhanced DBS certificate. For existing volunteers who provide personal care, the school or college should consider obtaining an enhanced DBS certificate with barred list check.

For other existing volunteers who are unsupervised and continuing with their current duties, unless there is cause for concern the school or college should not request a DBS check with barred list check because the volunteer should already have been checked. For existing volunteers not in regulated activity there is no requirement to request an enhanced DBS check. However, the school or college may choose to request one as they judge necessary but may not request a check of the barred list.

If a volunteer is not engaging in regulated activity, the school or college should undertake a risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS check. They should consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability; and
- whether the role is eligible for an enhanced DBS check.

## Out of School Providers

Where the schools hosts out-of-school providers on the premises, the provider is responsible for their own safeguarding and child protection policies and procedures, however the school may refer any concerns they have about the provider to the local authority.

## Whistle blowing

All staff are required to report to the Designated Safeguarding Lead any concern or allegations about school practices or the behaviour of colleagues or pupils which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Head teacher, the Designated Safeguarding Lead and the Local Authority Designated Officer (LADO). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on Whistle blowing which should be read in conjunction with this summary.

### Whistle Blowing Help Helpline [NSPCC]

The Whistle Blowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation. If you think an organisation is putting children at risk, even if you're not certain, call to talk through your concerns on 0800 028 0285 or e-mail [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Low Level Concerns about Staff Behaviour

At Deanesfield we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Further information regarding low level concerns can be found in Appendix D.





## **Mental Health**

We aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the Designated Safeguarding Lead or a Deputy. [KCSIE 2024, page 16 & 17]

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or Deputy DSL.

## **Children's Services**

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

## **Looked After Children**

The Designated Teacher to promote the educational achievement of children who are Looked After [LAC] is **Becci Ford** [Inclusion Manager and Designated Safeguarding Lead]. The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Governing body should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

## **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. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have 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. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.





On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### **Children Who are Absent from School [Missing in Education]**

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 other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2024) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - leave school to be home educated
  - move away from the school's location
  - remain medically unfit beyond compulsory school age
  - are in custody for four months or more (and will not return to school afterwards); or
  - are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further information can be found in our Attendance Policy and in '[Children Missing in Education: Statutory Guidance for Local Authorities](#)' [last updated in August 2024].

### **Further information on Child Sexual Exploitation, Female Genital Mutilation and Honour Based Violence**

Child Sexual Exploitation (CSE) is defined as:

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. [[Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation](#) DfE February 2017]

It involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

More information can be found in: [Child Sexual Exploitation: Definition and a guide for practitioners \(DfE 2017\)](#)





### Female Genital Mutilation (FGM):

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.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. It is the mandatory duty of teachers to report disclosures on FGM about a female under 18 personally to the police [[Serious Crime Act 2015](#)]. Please see **Appendix A** for the signs and symptoms of FGM.

### FGM Reporting Procedures

Where there is a disclosure of FGM it is important that staff know what their statutory response should be. Keeping Children Safe in Education (2024), paragraph 42 says 'whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

How to make a report:

[Below is a very short summary and must be read in conjunction with the [mandatory reporting guidance](#)]

The mandatory reporting procedures say:

'It is recommended that you make a report orally by calling 101, the single non-emergency number.'

'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialing 999 if appropriate'.

In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

The procedures also set out what information is needed, in order to make a report.

### Honour Based Abuse

#### What is honour based abuse?

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA 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 HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

Women and girls are the most common victims of honour-based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse





- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

### **Forced marriage**

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

### **Child Criminal Exploitation**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. [KCSIE (2024), pages 38-40 Annex B page 149-151]

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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

County lines [KCSIE (2024) Annex B page 150] is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. Further information and signs to look out for can be found in ['Criminal Exploitation of Children: County Lines guidance' July 2017](#) [Updated October 2023], issued by the Home Office.

### **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Further advice and guidance can be found in ['Preventing Youth Violence and Gang Involvement' \[Home Office 2013\]](#) and ['Criminal Exploitation of Children: County Lines guidance'](#) [Home Office July 2017]

### **PREVENT 2015**





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](#)' [updated March 2024]. 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. 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. [Guidance can be found on Shared Server - T:\Inclusion\Safeguarding as well as here: [PREVENT Strategy | Deanesfield Primary School \(secure-primariesite.net\)](#)]

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. 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.

General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, 'Working together to safeguard children' 2023 [Updated February 2024] and 'Keeping Children Safe in Education' September 2024.

### Preventing Radicalisation - What is Radicalisation?

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

### What is Extremism?

**Extremism** is defined as the holding of extreme political or religious views.

The Staff and Governors of Deanesfield Primary School have a **zero-tolerance** approach to extremist behaviour for all school community members. We rely on our strong values to steer our work and ensure the pastoral and safe care of our children protects them from exposure to negative influences.

### 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





Deanesfield Primary School is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Deanesfield Primary School, all staff are expected to uphold and promote the fundamental principles of British values, including **democracy, the rule of law, individual liberty and mutual respect, and understanding of those with different faiths and beliefs.**

### **Links with External Agencies**

In order to provide the best possible safeguarding for all pupils in our school we work with outside agencies to ensure we get expert advice and support. We follow procedures set out by the Local Education Authority and 'Keeping Children Safe in Education' in accordance with child protection procedures.

Below are some of the links we have with external agencies:

- School Nurse Service
- Participation Team
- Educational Psychology Team
- CAMHS (Child and Adult Mental Health Service)
- Behaviour Support Service
- Social Services
- Health Practitioners
- Special Educational Needs and Disability Team





## Appendix A

### What is significant harm?

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often, it is a compilation of significant events, which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Types of Abuse and Neglect can be found in 'Keeping Children Safe in Education (2024)' (Part 1 and Annex B)

All staff should be aware of the indicators of Abuse and Neglect [KCSIE 2024, paragraph 24] 'Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.'

### Recognising signs of abuse

#### What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, for example, via the internet. They may be abused by an adult or adults, or another child or children. Child abuse can have major long-term effects on all aspects of a child's health, development and well-being. The main forms of maltreatment are:

#### Physical Abuse

Physical abuse is deliberately causing physical harm to a child. This might involve punching, kicking, biting, burning, scalding, shaking, throwing or beating with objects such as belts, whips, or sticks. It also includes poisoning, giving a child alcohol or illegal drugs, drowning or suffocation. Physical harm may also be caused when a parent or carer fabricates the symptoms of illness in a child. In pregnancy, an unborn child can be harmed by domestic violence.

#### Emotional Abuse

Emotional abuse is where repeated verbal threats, criticism, ridicule, shouting, lack of love and affection causes a severe adverse effect on a child's emotional development. It includes conveying to children that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person. Emotional abuse may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature inappropriate expectations being imposed on a child, over protection and limitation of exploration and learning, or preventing the child from taking part in normal social interaction. It may involve seeing or hearing the ill-treatment of another person. 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 ill treatment of children, or it may occur alone.

#### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may involve physical contact including penetrative sex, oral sex, masturbation, kissing, rubbing, or touching outside of clothing, or it may involve non-contact activities such as involving children in watching sexual activities, producing or looking at sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Abusers can be men, women or other children.





## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect is when a parent or carer fails to provide adequate food, clothing, shelter (including exclusion from home or abandonment), medical care, or protection from physical and emotional harm or danger. It also includes failure to ensure access to education or to look after a child because the carer is under the influence of alcohol or drugs. In pregnancy, neglect may occur as a result of misusing alcohol or drugs.

### **Possible signs of abuse**

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

#### **Signs of possible physical abuse**

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

#### **Signs of possible sexual abuse**

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

#### **Signs of possible emotional abuse**

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

#### **Signs of possible neglect**

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone





- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food
- Possible effects of abuse

The sustained physical, emotional, sexual abuse or neglect of children can have major long-term effects on all aspects of their health, development and wellbeing. Children can grow up to feel worthless, unlovable, betrayed, powerless, confused, frightened and mistrustful of others. They might feel, wrongly, that the abuse is their fault.

### **Possible effects of physical abuse**

Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

### **Possible effects of emotional abuse**

If a child suffers sustained emotional abuse, there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

### **Possible effects of sexual abuse**

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem have all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the **start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual** abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

### **Possible effects of neglect**

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long-term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

### **Domestic Abuse**

In April 2021, the [Domestic Abuse Act 2021](#) received Royal Assent and introduced a statutory definition for the first time. Further guidance can be found here: [Domestic abuse: how to get help - GOV.UK \(www.gov.uk\)](#)

### **Definition**

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

**Physical** - Assault, punching, kicking, hitting, forced imprisonment, biting, strangling, burning, dragging, using weapons, throwing objects

**Sexual** - Rape, sexual assault, forced prostitution, degradation, using objects, forced to watch or act in pornography

**Psychological** - Verbal or emotional abuse, threats to kill, blaming, mind games, criticism, accusations, jealousy and obsessive behaviours, manipulation, sleep deprivation





**Financial** - Preventing a person from getting or keeping a job, taking money, not permitting access to or withholding family income

**Isolation** - Not being allowed to see others, to see who you want, denied any form of contact with family or friends and any other support networks

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. [KCSIE (2024) Part 1, paragraph 43 and Annex B page 153]

Domestic abuse is **never** acceptable.

#### **How does it affect children?**

**Children** who witness domestic abuse are being **emotionally abused**.

In the majority of reported domestic abuse incidents, children have either been present in the same or a nearby room. Children who witness, intervene or hear incidents are affected in many ways, even after a short time.

#### **Short-term effects:**

- Anxiety or depression
- Feeling frightened
- Becoming withdrawn
- Bed wetting
- Running away
- Aggressiveness or behavioural difficulties
- Problems with school, poor concentration
- Difficulty sleeping, emotional turmoil
- Eating disorders or alcohol or drug misuse

#### **Long-term effects**

- Lack of respect for the parent
- Loss of self confidence
- An inability to trust and form relationships
- Becoming over protective or feeling responsible for the parent
- Feeling a 'loss of childhood'
- Problems at school, low education attainment
- Running away





## Operation Encompass

Deanesfield Primary School are part of Operation Encompass. This is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse. In May 2024, the Victims and Prisoner's Act received Royal Assent. This places a statutory duty on all police forces in England and Wales to participate in Operation Encompass.

Information is shared with the school (Designated Safeguarding Lead or Deputy) prior to the start of the next school day after officers have attended a domestic abuse incident. This sharing of information enables appropriate support to be given, dependent upon the needs and wishes of the child.

Operation Encompass does offer a helpline service to all staff members who may be concerned about domestic abuse. The helpline is available 8am-1pm Monday to Friday on 0204 513 9990

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. [Home | Refuge National Domestic Abuse Helpline \(nationaldahelpline.org.uk\)](https://www.nationaldahelpline.org.uk)

## Indicators of CSE [Child Sexual Exploitation]

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 abuse 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.

More information can be found in: Child Sexual Exploitation: Definition and a guide for practitioners (DfE 2017)





## Signs and Symptoms of FGM [Female Genital Mutilation]

A girl at immediate risk of FGM may not know what is going to happen but she might talk about or you may become aware of -

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

### Signs a teacher or school may notice:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.

A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

### Indicators FGM may have taken place

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

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

### The physical effects of FGM

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

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



Appendix B

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

**Designated Safeguarding Lead (DSL):**  
Becci Ford  
**Deputy DSL:**  
Pamela Taylor, Bhajan Matharu, Becca Early  
**Link Governor:** Rachel Pye

All concerns are to be logged on to **Child Protection On-Line Management System [CPOMS]**  
Staff to identify category of concern, statement of concern and action taken.  
Guidance for using CPOMS can be found in T:\SAFEGUARDING\ [a] INFORMATION FOR STAFF\CPOMS INSET

The LA Child Protection Lead for Education & Deputy LADO is:  
**Nicole Diamond** 07943097366  
[ndiamond@hillington.gov.uk](mailto:ndiamond@hillington.gov.uk)  
  
The LADO for concerns about adults is:  
**Hannah Ives** 07753431285  
[hives@hillington.gov.uk](mailto:hives@hillington.gov.uk)

Alert DSL using CPOMS regarding incident/disclosure/ observations

Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers.

Decision made to refer the concern to social care.

Class teacher asked to monitor child and feedback to the DSL within an agreed timescale

Once discussed with parents DSL decides to record concern, monitor or refer to social care

DSL discusses decision with DDSL, a senior teacher or the head and agrees to refer to social care

DSL will make decision whether:

- No further action is required.
- To involve Family Support Worker
- To complete a Stronger Families referral [Early Help]
- To refer to Children's Services through Stronger Families Hub: 01895 556006
- [Stronger Families - Hillingdon Council](#)

DSL records and logs concern confidentially on CPOMS or keeps paperwork in confidential safeguarding file.

**Social Care Referrals:**  
MASH Team - Stronger Families Hub: 01895 556006  
[Stronger Families - Hillingdon Council](#)  
**Prevent/Channel Referrals:**  
Fiona Gibbs  
[fgibbs@hillington.gov.uk](mailto:fgibbs@hillington.gov.uk)





## Appendix C

# Child on Child Abuse (including bullying, cyber-bullying and sexting)

### Purpose and content

The purpose of this appendix of the Deanesfield Primary School Safeguarding Policy is to provide a clear set of guidelines to staff regarding the actions they must take if they become aware that a learner is at risk of abuse from peers.

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

### Definitions

Key terms are defined as:

- **Child:** Those under the age of eighteen.
- **Vulnerable Adult:** For the purpose of safeguarding, and the College duty of care, a vulnerable adult is defined as any adult considered to be at risk.
- **SEND:** Special Educational Needs and Disabilities
- **Bullying:** Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This includes any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless at school [Please refer to Anti-Bullying Policy]. Bullying can take many forms, including:
  - Verbal: e.g. name calling, sarcasm, threatening & teasing
  - Physical: e.g. pushing, hitting, kicking, punching or any use of physical aggressive contact
  - Social: e.g. ignoring, spreading rumours or treating someone like an outsider
  - Psychological: e.g. stalking & intimidation
- **Cyber-bullying:** 'Virtual' bullying using technology (e.g. chat rooms, instant messaging, email & mobile phone) which can occur in or outside school. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, as people can forward on content very quickly and easily.
- **Sexting:** Whilst professionals refer to the issue as 'sexting' there is no clear definition. Many professionals consider sexting to be sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet but learners may be more likely to interpret sexting as writing and sharing explicit messages with people they know. Creating and sharing sexual photos and videos of under-18s, including selfies, is illegal.
- **Harassment:** Any conduct which is unwanted by a learner, which affects the dignity of the learner or group of learners. Harassment may be repetitive or an isolated occurrence against one or more learners.

### External guidance

Department for Education (DfE) September 2024: Keeping Children Safe in Education; statutory guidance for schools and colleges, makes it clear that abuse is abuse and should never be tolerated or passed off as 'banter' or part of





'growing up' [Part 1, paragraph 32, page 13]. The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. A key provision was a new public sector [Equality Duty](#), which came into force on 5 April 2011. This requires the school to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Child on child abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched or boys being involved in initiation activities). Bullying (including cyber-bullying) can be involved in any type of abuse and is often motivated by prejudice or ignorance due to actual or perceived differences between people or groups or people. People who are lesbian, gay, bisexual or transgender (LGBT), those from minority ethnic groups, or those with disabilities and/or learning difficulties can be more vulnerable to this form of abuse and the school takes it duty to protect more vulnerable learners very seriously. Please refer to KCSIE 2024 page 13 & 14.

Child on child abuse should be addressed as a child or vulnerable adult protection concern when there is reasonable cause to suspect that a child or vulnerable adult is suffering, or is likely to suffer, significant harm.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS) [formally the UK Council for Child Internet Safety (UKCCIS)] in [Overview of Sexting Guidance.pdf \(publishing.service.gov.uk\)](#) as well as the guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#). Sexting involving those under the age of 18 must always be referred to a Designated Safeguarding Lead.

### **Sexual Violence and Sexual Harassment**

The DfE has withdrawn the standalone document 'Sexual Violence and Sexual Harassment' as the content is now part of the statutory guidance, Keeping Children Safe in Education 2024, Part 5 [page 111].

### **Managing Incidents of Sexual Violence of Harassment** (see KCSIE (2024), pages 159)

Considering confidentiality and anonymity – We follow the statutory guidance in KSCIE (2024) related to reports of sexual violence and sexual harassment, including situations where the young person asks the school not to tell anyone about the incident; making referrals against the wishes of the young person; and considering the potential impact of social media breaching confidentiality.

Risk Assessments: Report of sexual violence or sexual harassment should include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer.

Impact on any siblings: It is important to understanding intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

### **Actions**

All staff must take the following actions:

- All staff and learners have a responsibility to work together to ensure that abuse does not occur, or where it is found, action is taken.





- Staff must ensure that learners are made aware of the importance of adhering to fundamental British Values, what constitutes abuse (including bullying and cyber-bullying) and how any incidents of abuse will be addressed [Please refer to Behaviour Policy, Anti-Bullying Policy, PSHCE Policy].
- Staff must ensure learners identified with SEND understand how to stay safe from abuse.
- Staff receiving reports of abuse, including incidents that take place off school premises, must take appropriate action to follow up all allegations/incidents and trigger an investigation, which will be managed in line with the school policy.
- Staff must ensure appropriate staff are notified. This includes the Designated Safeguarding Lead, Phase Leader and Class teacher.
- All staff involved must carefully consider the potential impact of the abuse on both the perpetrator/s and the victim/s and refer those involved for additional support from the welfare team as appropriate. Significant concerns must be referred to a Designated Person for safeguarding following the referral routes outlined in **Appendix B** of the Safeguarding Policy.
- The Designated Person will consider referring learners and their parents/carers to other agencies where appropriate. This may include referral for counselling and to the police as although some types of abuse (e.g. bullying) may not be a specific criminal offence in the UK, some types of harassing or threatening behaviour could be a criminal offence (e.g. under the Protection from Harassment Act 1997).
- All allegations/incidents must be recorded and pupils involved told what is being recorded, in what context, and why.
- Any incident of abuse must be discussed with the pupils' parents/carers. An agreement must be reached as to what action should be taken in line with the school's Behaviour Policy.

#### Useful contacts

- NSPCC Helpline 0808 800 5000
- ChildLine 0800 500 / [www.childline.org.uk](http://www.childline.org.uk)
- Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Anti-Bullying Alliance [www.antibullyingalliance.org](http://www.antibullyingalliance.org) Bullying UK [www.bullyinguk.org.uk](http://www.bullyinguk.org.uk)





## Appendix D

### Low Level Concerns about Staff Behaviour

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Headteacher. [KCSIE 2023 Part 4] Please also refer to Safer Recruitment Policy, Managing Allegations Policy and the School's Code of Conduct]

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

#### Allegations

It is an allegation if the person\* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

#### Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including:

- inappropriate conduct outside of work. Example behaviours include, but are not limited to:
- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.





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

Low-level concerns should be recorded in writing, including:

- name\* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records will be kept confidential, held securely and comply with the Data Protection Act 2018. Records will be reviewed regularly so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

