

# Safeguarding children policy & child protection procedure

Chisenhale Primary School



Chisenhale Primary School



September 2020 (review September 2021)

**Sharon Taylor-Sezgin**

Head teacher & Designated Safeguarding Lead

## Who this document applies to

This document applies to all young people under 18 at the school.

Anyone coming into contact with our young people or visiting the school site must abide by this policy.

Everyone working at the school as a member of staff or volunteer has a duty to safeguard and protect our young people. They must read this policy and sign to say they agree to work to it.

Visitors to the school such as contractors and visitors must read our safeguarding statement:

## keeping young people safe is our **top** **concern.**

If on your visit you have any worries at all, please raise them with a member of staff or ask to speak to the head teacher. If you are still worried or do not feel able to share your concern with us you can:

- Speak to Sharon Taylor-Sezgin, the head teacher, on 0208 980 2584
- Contact Tower Hamlets Children's Services 0207 364 3444 / 5601 / 5606 (Out of hours – 020 7364 5006 Option 3)

## Covid-19

We have made some adjustments in line with Government guidance on Coronavirus. Temporary changes are included in our COVID-19 Annex to Child Protection policy

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"Safeguarding is everyone's responsibility. Every pupil at the school has the right to live free from fear of abuse and for the adults in their lives, at home, in the community and at the school, to watch over them, listen to their views and take action if they are concerned. This safeguarding policy sets out how parents, staff and school leaders will respond if they are worried about a child."

**Sharon Taylor-Sezgin, Head Teacher**

## Who's Who

**Sharon Taylor-Sezgin** is the designated safeguarding lead, as well as being the head teacher. This means she has lead responsibility for the wellbeing and protection of all students at the school, ensuring staff are recruited and trained safely, and monitoring the progress of any pupil needing additional care or protection. For more information see **Appendix B** – The Designated Safeguarding Lead

Sharon can be contacted on 0208 980 2584.

**Mairead McCarthy** is the Deputy Safeguarding Lead. She works closely alongside Sharon to be fully aware of the needs of students across the school and is able to take any necessary action in Sharon's absence.

Mairead can be contact on the same number: 0208 980 2584

## Complaints

As well as talking to or emailing the staff above, young people or parents can make a complaint about something they have seen at the school. Please see our [complaints procedure](#) on our website for more details.

**"We feel very safe in school.**

**We can talk to all of the teachers and staff if we are worried are upset and they help us."**

**Year 4 child**



## Our mission

**At Chisenhale we strive to ensure our children spend their day learning together for a better future. We see our children as developing into responsible citizens and our school as a world of possibilities.**

**Our curriculum gives our children breadth of learning with experiences which embrace their physical, spiritual and emotional development. They have time to think, play and thrive as an individual and as part of a community in a supportive, caring and challenging environment.**

**To achieve this we work to clear principles that guide our work and response to any concerns.**

## Principles

1. We **always** act in the best interests of each child.
2. We **listen** to any communication from children, parents or carers and always take concerns seriously.
3. We acknowledge there are **risks** to the children in our care. Without proper care and vigilance abuse or neglect of children could happen at the school. We talk about these risks with children, staff and parents and together will plan carefully to keep them safe.
4. People **must** act if they are worried about a child, and keep acting until they believe the child is safe.
5. We are **open** in our decisions, and let parents and local authorities know about concerns.
6. We make it easy to raise a concern, and **anyone** raising concerns will be kept safe.



Chisenhale is a **Unicef Rights Respecting School**. Our vision and values support Articles 3, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

- Article 3: The best interests of a child must be a top priority in all things that affect children.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

*"Respectful citizens in a world of possibilities"*

## Valuing diversity

Difference is central to our strength as a people. We promote inclusive behaviours that empower children to make choices right for them. Discrimination can also be a safeguarding issue, and we will work with other agencies to consider how hurtful behaviour or comments affects children and take action accordingly. If staff or volunteers behave in a way that discriminates against particular groups we will take action to rectify things and consider whether this is a breach of our Code of Conduct.



# What to do if you're worried about a child at the school

## parents & visitors

If the child is in **imminent danger**, take action to keep them safe. Tell our staff or if necessary call the Police on 999 or Tower Hamlets on 0207 364 3444 / 5601 / 5606



If you are concerned about **staff behaviour** contact **Sharon Taylor-Sezgin as the head teacher** on 0208 980 2584



For other concerns  
**speak to your class teacher**



**We will contact you** by the next school day (sooner if required) to tell you that action has been taken



**If you do not hear**, or you remain concerned, please speak to Sharon Taylor-Sezgin, the head teacher.

## staff & volunteers

The DSL should be spoken to about any Immediate concerns. Record on the CPOMS system which will alert the Designated Safeguarding Lead, Sharon Taylor-Sezgin



The DSL will assess the level of risk using the Tower Hamlets Multi-Agency Safeguarding Thresholds Guidance and may contact the Early Help Hub for advice. For Level 1 & 2 needs, talk to the parents, and provide support, including possible referral to other services.



For Level 3 & 4 needs, the DSL will contact parents (unless this would increase the risk). Seek consent to involve other agencies, as explained in the threshold of needs guide. The DSL may contact Children's Services for advice and clarification on level of need.



If we have consent, the DSL will refer to children's social care on 0207 364 3444 / 5601 / 5606. If we do not have consent and we have a child protection concern, the DSL **must** still refer.

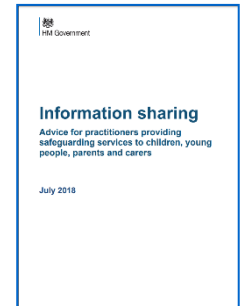
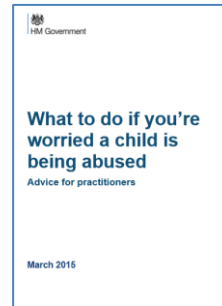
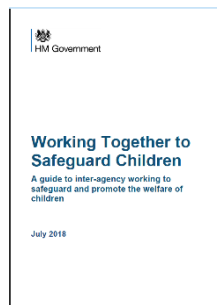
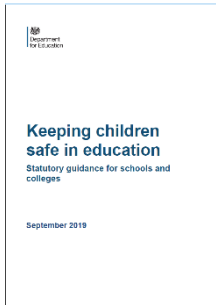


### **Monitor progress for the child.**

Unless it will increase the risk to the child make contact with the referrer, parent and any staff who need to know to let them know what is happening and what to do.

**All staff, volunteers & visitors have a duty to act to protect children**

If you still have a concern after following these procedures please speak to Sharon Taylor-Sezgin or follow our Whistleblowing Policy.



## The law

It's important every agency knows what to do if worried about a child. We follow the above national guidance so we are clear what to expect and can explain this to children and families.

Where there are specific risks we will access other specific guidance – please see a full list in Appendix B.

**'Safeguarding & promoting welfare'** of children is defined 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; and
- taking action to enable all children to have the best outcomes

*Keeping Children Safe in Education*

**'Child protection'** are the systems and processes all agencies follow if there is reasonable cause to suspect a child is suffering, or at risk of suffering, significant harm (s47, Children Act 1989).

## Safeguarding in Tower Hamlets

We work within the [London Child Protection Procedures](#) and our local safeguarding children partnership. This policy should be read in conjunction with [Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures](#) and [Tower Hamlets SCP LADO Procedures and Flowchart](#).

Where there is a welfare or child protection concern about a child at the school we will contact Tower Hamlets by phone on **0207 364 3444 / 5601 / 5606 (Out of hours – 020 7364 5006 Option 3)** this will be followed up by a [written referral](#).

The FGM mandatory reporting duty (Appendix A, specific issues (h)) is a legal duty requiring teachers in England and Wales to make a report to the **police** where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

*"promoting children's voices"*

## Teaching about safeguarding

We work to empower children & young people to keep themselves safe. How we do this varies through the school depending on the age and understanding of the child, worries and issues we come across and the views and values of the families and communities with whom we work.

The school's mission to create 'respectful citizens in a world of possibilities' embodies this vision. Citizenship is about belonging in a community, looking after one another, respecting one another's rights and understanding one's own rights. Children are taught formally about the United Nations Convention on the Rights of the Child – their right to an education that helps them fulfil their potential, to protection from violence, abuse or neglect and to express their opinions and be listened to. This can occur in the classroom, or through modelling effective ways to resolve issues between children.

Children are taught what to do if they are worried about something for themselves or another child. They are encouraged to identify safe and important people in their immediate and surrounding family and friends, in the staff team here at the school and about ChildLine and other organisations that are there to help children in trouble. There are posters and other information about this in the school.

## Relationships Education

The school follows the [statutory guidance](#) in teaching about relationships. We talk about healthy relationships, choices, our rights over our bodies, keeping safe and what to do when you are worried – there is more information in our relationships education policy. Where teaching may affect an individual child (such as where there has been a significant life event) there will be discussions between the parent, the Designated Safeguarding Lead and the relevant teacher to ensure the teaching is most supportive of the child.



## Online safety

The online world is very present in our children's lives and in line with [government guidance](#) we teach about the benefits (and risks) of technology and the internet. This includes how to evaluate what children see online, recognising techniques used for persuasion (from advertising to bullying), acceptable and unacceptable online behaviour, identifying online risks and how and when to seek support.

## Identifying abuse & neglect

Abuse or neglect of a child can happen by someone inflicting harm or failing to act to prevent harm. Young people may be abused in a family, an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children. Sometimes they tell us about abuse. More often they don't.

In our local borough children face risks of substance misuse and county lines, gangs and serious violence, violence against women and girls every day. Some may be at risk of female genital mutilation or radicalisation. We focus on these areas within staff training and where appropriate school life and our curriculum, we take action where we have concerns and we work so that children over time develop skills themselves in recognising risks and keeping themselves and others safe. We also have a proactive safer recruitment policy, physical contact policy and safeguarding training for all staff. We also work with young people to ensure they develop positive, enjoyable and respectful relationships as they grow up, including relationships education, choices and health. Where there are serious concerns we always involve others such as parents, health staff, police or social workers.

There are four categories of abuse defined in Working Together and accompanying indicators which, if observed should trigger you to carefully consider whether what you are seeing could be as a result of abuse. That something is or is not on the list does not mean that you can instantly rule in or rule out abuse as a possibility and if there is something that is causing you concern you should act on those concerns.

Physical abuse	Sexual abuse	Emotional abuse	Neglect
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Staff must be familiar with each form of abuse and what to look for. These are listed in Appendix A.

Young people are abused or neglected in a range of situations. There is specific guidance about the following situations, also in Appendix A:

*Domestic violence and abuse*

*Physical intervention and restraint*

*Bullying*

*Young people with sexually harmful behaviour*

*Racist incidents*

*Forced Marriages & Honour Based Violence*

*Sexting*

*Child Criminal Exploitation*

*Child Sexual Exploitation*

*Sexual Harassment and Sexual Violence, including upskirting*

*Female Genital Mutilation*

*Trafficking*

*Radicalisation*

*Online or internet use and sexting*

*Photography & images*

## Online behaviour

The school is clear that expectations about behaviour online are the same as expectations about behaviour offline. We provide advice and guidance around online content, contact and conduct to staff, students and their parents, together with how to keep safe and sources of support



## If young people raise a concern...

Always take young people seriously, listen carefully and report this to the safeguarding team.

### **Do...**

Listen and accept, trying not to interrupt  
Reassure them it was the right thing to tell you  
Explain what you are going to do next  
Make accurate notes using all the child's words as soon as possible  
Inform the safeguarding team

### **Don't**

Don't promise confidentiality  
Don't investigate  
Don't use leading questions'  
Don't ask the child to repeat the disclosure over and over

## How should I respond?

### **Parents & young people:**

If you have a concern about your child or another child at the school, please make contact with our Designated Safeguarding Lead. We will listen to your concerns, take these seriously and ensure you receive a response. You can contact Sharon Taylor-Sezgin on 0208 980 2584. If you are still not satisfied you can contact Neil Cunningham (Chair of Governors), Tower Hamlets' duty team (0207 364 3444 / 5601 / 5606), or if necessary Ofsted (0300 123 4666).

### **School staff & volunteers**

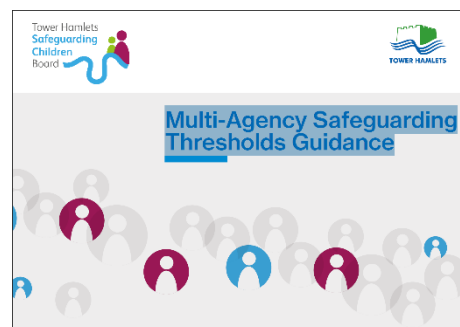
Every member of staff has a duty to act to keep young people safe. Failure to act on a concern could lead to disciplinary action.

Concerns about the behaviour of staff must be taken directly to the head teacher, Sharon Taylor-Sezgin. If the concern is about the headteacher the Chair of Governors should be contacted, or the Local Authority Designated Officer (LADO). Other concerns about young people should be taken to Sharon Taylor-Sezgin, Designated Safeguarding Lead. She will ensure the concern is explored and must let you know what happens. If you are still concerned after taking a concern to the head teacher you must follow the escalation process until you are not worried anymore.

## How do I tell if a young person is at risk of abuse or neglect?

It's difficult to be certain, but if you have a reason to worry then that's enough to talk more with the safeguarding team about the risk or to involve other agencies. Use the definitions of abuse or neglect in this document and the Tri-Borough threshold of need guide. Some of the key issues affecting our young people are set out in [Appendix A](#). More detailed guidance on specific issues is available in the London Child Protection Procedures ([www.londoncp.co.uk](http://www.londoncp.co.uk)).

Where there are concerns for the wellbeing of a child that do not meet the threshold for abuse or neglect, the school will use the [Early Help Assessment form](#) to record and track such concerns.



**Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.**

*Information sharing advice for practitioners*

### **Sharing information internally:**

Legally, we must share information within the school on a 'need to know basis', so that everyone who needs to know information to keep young people safe and help them develop does know.

When we are worried about a child it is essential we record the concern and inform the designated safeguarding lead promptly.

Some information within the school will be restricted, for example:

- Where there is an allegation about a member of staff the head teacher will decide who will lead on the concern and contact other agencies.
- Where the detail of information is particularly sensitive this can be restricted, for example the details of sexual abuse or a young person sharing worries about their mental health or sexuality. Staff involved in their direct care may need to know in general terms the nature of the concern.



## Sharing information with other agencies:

Where a significant issue arises the designated safeguarding lead will ensure the parent is contacted within 24 hours, or immediately if required.

We follow the 7 Golden Rules from [Information sharing advice for practitioners](#):

1. The Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. We will be open and honest with individuals (and/or family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice from other practitioners (e.g. MASH) if in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. We share information with informed consent where appropriate and, if possible, respect the wishes of those who do not consent to share confidential information. We still share information without consent if, in our judgement, there is good reason to do so, e.g. where safety may be at risk. We base judgements on the facts of the case. We are clear why we share or request personal information from someone. We remain mindful that individuals might not expect information to be shared, even with consent.
5. We consider safety and well-being and base our information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: We ensure information we share is necessary for the purpose for which we are sharing it, is shared only with individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. We keep records of our decision to share (or not to share) and the reasons for it. We record what we have shared, with whom and for what purpose.

## Children's social care

We ask parents to let us know if their child has ever had a social worker and this information is also shared routinely with us by local authorities. This allows us to put in extra support to give them the best chances of success and to take earlier action if we are worried about a child's progress, behaviour or if they go missing.

## Contacting the Police

We share information with the Police if we suspect abuse or neglect in line with the London Child Protection procedures. We will consider contacting the Police if we suspect a crime has been committed in line with the [National Police Chiefs Council guidance](#).

## What to do if you are still worried...

The school has an internal escalation process, and links with the [London Child Protection Procedures professional conflict resolution policy](#).

**Anyone worried about a child must continue to raise the concern until they have a reason not to be worried about the child anymore.**

**Concern action is not being taken to protect a child:**

Discuss the Designated Safeguarding Lead and with the person making the decision

**If you are still worried:**

Raise the issue with the Head Teacher

**If you are still worried:**

Follow the [London Child Protection Procedures Conflict Resolution policy](#). You also have access to the NSPCC Whistleblowing helpline on 0800 028 0285

7 days  
or less

Every member of staff must follow this process. There will be no reprisals for honestly raising a concern. Where an immediate decision is needed and a particular person is unavailable you may move to the next stage. The timescale for the process relates to the urgency of the decision, but in any event should not extend beyond one week.

We **always** listen to concerns raised by young people, families, staff, visitors or other organisations. The whistleblowing process should only be used if there are no clear safeguarding procedures, you are concerned your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly. The prescribed organisation for safeguarding children whistleblowing is the NSPCC: **0800 028 0285** or [help@nspcc.org.uk](mailto:help@nspcc.org.uk).



## Safer Recruitment

We do our best to ensure we employ 'safe staff' by following the guidance given by the [London Child Protection Procedure on Safer Recruitment](#) and our individual procedures.

Safer recruitment means that all applicants will:

- a) understand their duties to safeguard young people from the outset through the advertisement and in their job description
- b) complete and sign an application form which includes a full education and employment history (with explanations for any gaps)
- c) provide business contact details for two verified, formal referee statements following our own format, including at least one who can comment on the applicant's suitability to work with young people (the last child care employer if they have one) and one who has known the candidate for at least 3 years
- d) provide evidence of identity and qualifications
- e) be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role, including s128 checks
- f) provide evidence of their right to work in the UK
- g) be interviewed by a panel of at least two people testing skills and abilities with value based questions against the job description including at least one person with safer recruitment training. At least one member of the panel will have completed safer recruitment training.
- h) ensure that recruitment documentation will state its commitment to safeguard young people

We also verify the candidate's mental and physical fitness to carry out their work responsibilities. All new members of staff will undergo face to face induction training which includes familiarisation with the safeguarding policies and procedures and support to identify their child protection training needs. All staff will sign to confirm that they have read and understood the safeguarding policies and procedures and attend relevant training.

## Agency

If ever used, we would obtain written confirmation from supply agencies that agency staff have been appropriately checked, and their suitability to work with young people at the school will be assessed based on the young people's needs.

We maintain records of recruitment checks undertaken and the appointing manager signs to evidence they have checked this documentation and the overall record is signed by the Designated Safeguarding Lead and Safeguarding Governor termly.

## Supporting staff at the school

### Code of conduct

We have published a code of conduct which sets out expectations of staff around appropriate boundaries and staff keeping themselves safe – staff sign to say they have read this document.

### Emotional support

Having to deal with a situation where a young person has experienced harm can be stressful and upsetting. We will support staff in a variety of ways, including a debrief with the line manager. Where necessary confidential counselling services and additional resources will be sought.

### Supervision

Staff involved in working directly with young people, or supervising staff who do, will receive regular supervision. This supervision will be half-termly and will provide a space for the staff member to talk about issues which they are facing in the work environment, thoughts that they have in terms of developing the service that is provided to the young people and discuss the emotional impact of the role as well as any other issues that they consider relevant.

Supervision will also be used to reflect on any safeguarding issues that the staff member has been involved in (directly or indirectly) and allow for agreement on any further action required.



## Concerns and allegations about staff

Staff should take care not to place themselves in a vulnerable position with a young person. While staff are friendly with young people, they do not become friends. No staff member will share their personal details with young people, have on-going contact or relationships with young people outside of school (including social networking) and accept or give significant gifts. Staff must adhere to the risk assessment for lone working policy. Any member of staff who is unsure should seek advice from their line manager. All staff understand that a young person may make an allegation against a member of staff. Any such concern will be reported directly to the head teacher.

Where it is alleged current staff (including volunteers) may have

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

the member of staff must advise the head teacher **immediately**. If the allegation concerns the head teacher staff will immediately inform the Chair of Governors without notifying the head teacher first. The head teacher (or a designate) will follow the [Managing Allegations policy](#) and where appropriate discuss the content of the allegation with Tower Hamlets' LADO (designated officer for the management and oversight of allegations) on 0207 364 0677 (07903 238827, [LADO@towerhamlets.gov.uk](mailto:LADO@towerhamlets.gov.uk)) and follow their procedures for managing allegations against staff. We will [make a barring referral to the DBS](#) should an allegation made against a member of staff be upheld. Allegations about prior members of staff or historic allegations will be referred to the police.

### Whistleblowing

We are pivotal to promoting good practice and professional conduct through the organisation. Staff must be committed to providing a high standard of service and that young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak to the Designated Safeguarding Lead or the Tower Hamlets local authority designated officer.

If a member of staff notices anything that gives them cause for concern it is vital that this is raised. Acting upon staff concerns is fundamental in order to ensure good practice and support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation. We value an atmosphere of openness and honesty and welcome suggestions, complaints and criticisms. Whistleblowing includes raising and passing on concerns about any of the following:

- a) Poor standards of service
- b) Issues of bad practice
- c) The conduct of colleagues or managers
- d) Anything which is not in the best interest of the young person or the organisation
- e) Anything which is illegal or unacceptable behaviour.

## Staff training

This strategy has been devised drawing on requirements in Keeping Children Safe in Education

### Principles

The **Designated Safeguarding Lead** will ensure all staff and volunteers have safeguarding children training relevant to their role. We see safeguarding training as an on-going process and the Safeguarding Team will ensure there are safeguarding and child protection updates and reminders at least once a term.

### Job Roles at the school

We have aligned all job roles at the school depending on role and contact with our children. Each role has specific training requirements (see Appendix D).

Requirements for staff undertaking supervision, interview panels and other particular roles are also listed here.

### New staff

The **human resources lead** will send the appointment letter to new staff with links to Part I and Annex A of Keeping Children Safe in Education with a requirement this is read and understood before they start work. On the first day of work the **designated safeguarding lead** will:

- talk about Keeping Children Safe in Education with opportunity for questions,
- introduce them to the school Safeguarding Children Policy and pathways for raising concern and
- ensure they know what to do if worried about a child.

At the probationary review new staff will be explicitly asked about any concerns they have for young people at the school and any other safeguarding issues they have identified.

### Agency staff

**Agency staff** working at the school for a month or more will be required to meet the same standards as permanent staff.

**Agency staff** working for less than one month must read Part I of the current [Keeping Children Safe in Education](#). Their agency must provide written assurance the member of staff has safeguarding children training to the appropriate level for the role in the relevant time period (see Appendix D).



## Appendix A – definitions of abuse, neglect and specific situations

### Physical abuse

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

### Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on young people. 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 cyber bullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people 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 young people.

### 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 mental and physical 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 needs.

## Indicators of abuse

Physical signs define some type of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The definition of physical signs is complicated, as young people may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the behavioural indicators of abuse and report any concerns to the Safeguarding Team.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.



A child who has been abused or neglected may:

- a) Have bruises, bleeding, burns, fractures or other injuries
- b) Show signs of pain or discomfort
- c) Keep arms or legs covered, even in warm weather
- d) Be concerned about changing for PE, swimming or in the residential areas for bathing/ bed
- e) Look unkempt and uncared for – present as smelly
- f) Change their eating habits
- g) Have difficulty in making or sustaining friendships
- h) Appear fearful
- i) Be reckless with regard to their own or others safety
- j) Self-harm
- k) Frequently miss school or arrive late
- l) Show signs of not wanting to go home
- m) Display a change in behaviour – from quiet to aggressive, or happy go lucky to withdrawn
- n) Challenge authority
- o) Become disinterested in school work
- p) Be constantly tired or preoccupied
- q) Be wary of physical contact
- r) Be involved in, or particularly knowledgeable about drugs or alcohol
- s) Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding Team and other agencies to decide how to proceed.

## Specific issues

Staff must respond if they identify any of the following:

### a) **Domestic Violence and Abuse**

We recognise that Domestic Violence and Abuse (DVA) has a significant impact on a child's development and emotional wellbeing and should always lead to a child protection referral. DVA is very widespread and where staff have concerns for other staff members they should talk to their supervisor.

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive or 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.

We work with the Metropolitan Police Service under Operation Encompass. The Police notify the school about any domestic abuse incident where the child or young person has been present, to allow the school to take appropriate steps to support their pupil during what could be an emotionally difficult day.

The school will talk to parents, young people and other agencies about such issues where required.

### b) **Physical Intervention and restraint**

Staff must read the [behaviour policy and code of conduct](#) and understand how to work with young people in a person centred way and learn to analyse the child's behaviour and respond in a proactive and caring way to reduce the stress displayed.

Our procedure on physical intervention and restraint is set out separately, and acknowledges that staff must only ever use

physical restraint as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimum force necessary to prevent injury and applied for the shortest possible time.

All staff understand that physical intervention or restraint of a nature which causes injury or distress to a child may be considered a disciplinary matter.

### c) **Bullying**

While bullying between young people is not a separate category of abuse it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying including cyber bullying and prejudice-based bullying should be reported and will be managed through our [Anti-Bullying Policy](#) and in some circumstances could lead to a child protection referral. Staff will work with individual young people who have been bullied and those who have bullied others to assist them to understand their actions. If the bullying is particularly serious or if the procedures taken are ineffective the Safeguarding Team will consider implementing child protection procedures.

Staff allowing or condoning bullying may face disciplinary proceedings. This includes cyber, racist, homophobic & gender related bullying.

### d) **Young people with harmful sexual behaviour**

Young people may be harmed by other young people. Staff have been trained to recognise abusive behaviours, grading these using a recognised framework. Where there is concern a young person may have been sexually

abused the local authority and parents will be contacted and we will plan together how best to respond.

‘Upskirting’ 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. It is now a criminal offence and may constitute sexual harassment. We recognise sexual violence (rape, penetration and sexual assault) and sexual harassment (unwanted conduct of a sexual nature) are crimes and will always follow the [guidance](#) when allegations are received.

#### e) **Peer on Peer /child on child abuse**

This occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It includes bullying, cyberbullying, sexual violence, harassment and sexting.

It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate.

Although both the perpetrator and victim of peer on peer abuse are under 18, understanding the power dynamic between children and young people is very important in helping to identify and respond to peer on peer abuse – there will be a power imbalance and this may be due to age or status – social or economic – and the perpetrator in one situation may be the powerless victim in another so it is essential to try to understand the perpetrator and

what is driving their behaviour before taking sanctions.

A thorough investigation of the concerns should take place to include any wider contexts which may be known. However, the victim should always be made to feel safe and actions will need to be taken to separate victim and perpetrator and ensure that the abuse is not allowed to continue. The issues of the interplay between power, choice and consent should be explored with young people.

#### f) **Racist Incidents**

We acknowledge repeated racist incidents or a single serious incident may lead to consideration as a disciplinary matter and under Child Protection procedures. All racist incidents, including for example racist jokes, name-calling or excluding someone on the basis of race, will be taken seriously and must be reported to the head teacher.

#### g) **Forced Marriages & ‘Honour’ Based Abuse**

Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you’re made to feel like you’re bringing shame on your family).

‘Honour’ based crime is intended to protect ‘family honour’ through violence, threats, insults or other acts around forced marriage, where a cross-cultural relationship is suspected, or where other ‘taboos’ are broken such as wearing of non-traditional clothes or attending events that violate a family or cultural ‘norms’.



If staff become aware of either possibility it must be reported immediately to the Safeguarding Team or the Police.

#### **h) Female Genital Mutilation**

Female Genital Mutilation is a form of violence against women and young girls and considered as child abuse in the UK wherever it has occurred. It is a grave violation of the human rights of girls and women to life and their right to mental and physical health. The UK Government has signed international human rights laws against FGM, including the Convention on the Rights of the Child, and enacted the FGM Act 2003 which includes [mandatory reporting](#) by teachers who become aware that this may be planned or has happened for any child (U18). Access e-learning on FGM [here](#). Further advice on local services is [available here](#).

#### **i) Child Criminal Exploitation**

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

It can include:

- Child sexual exploitation
- County lines
- Modern slavery
- Serious violence

More information is available [here](#).

#### **j) Criminality, anti-social or gang related behaviour**

Schools often identify young people involved in these kind of behaviours. We will be particularly aware of the risks of our more vulnerable young people being drawn into challenges and difficulties and respond with sensitivity rather than judgement.

We recognise the particular issues in our local community and respond with awareness and sensitivity to the pressures on young people, while holding firm boundaries around the school to ensure it is a safe place for children. We achieve this through the promotion of equality and choice throughout the curriculum and school values. We also build relationships with children, understand who they admire and relate to, and create an environment where it is safe to talk about even the most difficult of things.

Where we become aware of the [signs of gang activity](#) we will talk with the child and their family, link with preventative services in our area and where necessary [involve the Police](#).

#### **k) Serious violence & Knife Crime**

Knife crime does occur in our local community and we take particular steps to reduce the impact on our children. Central to this is awareness through the curriculum and in the relationships children have with staff. The school will report the carrying of knives, but more importantly will explore with children who are concerned safe ways to manage their fears and enable them to build safe relationships with adults so they can talk to us when worried about themselves, their family, their friends or others in the community.

## l) **Children at court**

Where courts are involved in children's lives the school will take additional steps to support them and their family. This includes facilitating access to a [guide for young witnesses](#), or supporting families going through separation with [help on child arrangements](#).

## m) **Family in prison**

We recognise the additional risks for children with family members in prison. The school will adapt to support the different arrangements required, and take action to support the child in school following the guidance of the [National Information Centre on Children of Offenders](#).

## n) **Homelessness & Poverty**

Children's life chances are dependent upon a complex combination of low household income, a lack of equal opportunities and social exclusion. While some children who grow up in low-income households will go on to achieve their full potential, many others will not. Poverty places strains on family life and excludes children from the everyday activities of their peers.

Coupled with poverty the school has a heightened awareness of homelessness. The definition of homelessness means not having a home. You are homeless if you have nowhere to stay and are living on the streets, but you can be homeless even if you have a roof over your head.

Poverty and homelessness may have an impact in terms of tiredness, appearance, mental and physical health, stress, anxiety,

attainment, self-esteem and vulnerability to the other safeguarding issues identified.

The school pays particular attention to these young people, providing support for engagement wherever possible and talking to parents about their worries. Where these issues are causing the child significant harm, the child protection process is followed.

#### **o) Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and / or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The victims can be male or female. The manipulation or 'grooming' process involves befriending young people, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. While young people may believe they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff must be aware of the indicators of sexual exploitation and all concerns reported immediately to the Safeguarding Team. [Further advice on local services is available here.](#)

#### **p) Substance misuse**

The school takes a serious view of substance misuse while recognising that young people may get caught up in misusing substances through vulnerability or exploitation. All cases of substance misuse should be brought to the attention of the head teacher who will consider both the student behaviour policy and any factors that may indicate a young person is in need of help or protection.

#### **q) County Lines**

County lines are a network between an urban centre and county location where drugs are sold often over a mobile phone. Children and vulnerable people are used to transport drugs, cash or even weapons. It can involve intimidation, blackmail and serious violence.

We recognise the potential for these issues near our school and are particularly aware of the risks to young people who are, or previously have, been subject to safeguarding concerns, where there are unstable home conditions, social isolation, significant money issues or homelessness, gang activity or where children have been excluded from education.

We will be vigilant for the for the [signs of exploitation](#) and take prompt action to involve [the Police](#) and Children's Services where concerned.

#### **r) Trafficking and exploitation**

The two most common terms for the illegal movement of people – 'trafficking' and 'smuggling', are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter the country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival in the country of destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

- Young people are a special case, any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered

possible for young people to give informed consent.

- Even when a child understands what has happened they may still appear to submit willingly, to what they believe to be the will of their parents. Any concerns about trafficking and exploitation must be reported to the Safeguarding Team immediately.

### s) **Radicalisation and Extremism**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:

*Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

Extremism is defined by the Crown Prosecution Service as:

*The demonstration of unacceptable behaviour by using any means or medium to express views which:*

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*

- *Foster hatred which might lead to inter-community violence in the UK.*

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Young people may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital our staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the young person’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;



- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Need or disability** – young people may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## Preventing Radicalisation

In order to reduce the risks of young people being radicalised we have:

- Ensured the Designated Safeguarding lead, deputies and a substantial portion of the staff group completed Prevent training;
- maintained and applied a good understanding of the relevant guidance in relation to preventing young people from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raised awareness about our role and responsibilities in relation to protecting young people from radicalisation and involvement in terrorism;
- raised awareness about the safeguarding processes relating to protecting young people from radicalisation and involvement in terrorism;
- the Designated Safeguarding Lead as the first point of contact for case discussions relating to young people who may be at risk of radicalisation or involved in terrorism;
- collated relevant information from referrals of vulnerable young people into the Channel process;
- ensured the Designated Safeguarding Lead (or designate) could attend Channel meetings as necessary and carry out any actions as agreed;
- ensured that progress on actions would be reported to the Channel Co-ordinator; and
- shared any relevant additional information in a timely manner.

[Further advice and local services can be found here.](#)

#### t) **Online or internet use and sexting**

Young people are increasingly using mobiles phones, tablets and computers on a daily basis. Our policy states they may not be used in school time. While mobile devices are a source of fun, entertainment, communication and education we know that some adults and young people will use these technologies to harm young people. The harm might range from hurtful and abusive texts and e-mails, to enticing young people to engage in sexually harmful conversations, webcam photography or face-face meetings. Our e-safety policy explains how we try to keep young people safe in the home. The school follows [UK Council for Internet Safety and Department for Education Guidance](#) around sexting – staff will immediately report concerns to the Designated Safeguarding Lead.

“Chatrooms” and social networking sites are the more obvious sources of inappropriate and harmful behaviour and young people cannot access these on our IT system. We will work with young people on how to maintain their own safety and how to summon help if they are concerned about what they see on line. Some young people will undoubtedly be chatting on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their young people safe.

The staff Code of Conduct provides further advice and guidance regarding the use of social networking and electronic communication with young people in our care.

[Further information can be found in our school online-safety policy.](#)

#### u) **Photography and images**

The vast majority of people who take or view photographs or videos of young people do so for entirely innocent, understandable and acceptable reasons. We know some people abuse young people through taking or using images, so we must ensure that the following safeguards are in place.

While parents are permitted to bring in a camera to events, no staff member should use their personal equipment to take photographs of young people. the school provides equipment for this purpose.

Where a staff member has concerns someone is taking photographs in breach of this policy they should contact the head teacher.

To protect young people we need to:

- a) seek parental consent for photographs to be taken or published (for example, on our website or in the newspapers or other publications).
- b) ensure that the child is appropriately dressed.
- c) encourage young people to tell us if they are worried about any photographs that are taken of them.

Staff should be aware that many indecent images in current circulation were taken by the child themselves or peers. Sex, sexuality and relationships should be an age-appropriate topic in the home, and include what to do if young people are worried about an image they see.

## v) **Private Fostering**

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is to be looked after for a period of 28 days or more by someone who is not a close relative, guardian or person with parental responsibility. Close relatives include parents, step-parents, aunts, uncles and grandparents. This could include, for example, children whose immediate family still live in France.

By law, [the local authority](#) must be told about all private fostering situations. The child's parents, private foster carer and anyone else (including the school) involved in the arrangement are legally required to inform the local authority.

It is then the local authority's legal duty to make sure all private fostering arrangements are safe for the child or young person. Once informed of the arrangement the local authority will check the suitability of private foster carers, make regular visits to the child or young person and ensure advice, help and support is available when needed.

## w) **Body Shape**

Young people come under increasing pressure to conform to so-called ideals by peers, adults, sometimes parents, the mass media, through social media and through their own view of themselves. [Research](#) shows more than half of young people worry about the way they look, and can lead to withdrawal, isolation, emotional and at its extremes serious physical harm. We work assertively to tackle these values, support individuality and teach body confidence at the school and encourage young people to work together to present a positive and healthy view of body shape.

## x) **Young carers**

A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents or care for a brother or sister. They do extra jobs in and around the home, such as cooking, cleaning, or helping someone to get dressed and move around. Some children give a lot of physical help to a brother or sister who is disabled or ill. Along with doing things to help their brother or sister, they may also be giving emotional support to both their sibling and their parents.

Children and young people are not supposed to undertake inappropriate or excessive caring roles that may have an impact on their development. The [Care and Support Statutory Guidance 2016](#) lists some duties which would be considered inappropriate, but you should also consider the impact of caring on young people:

- personal care such as bathing and toileting
- strenuous physical activity such as lifting
- administering medication
- maintaining the family budget
- emotional support to the adult

y) **Young people going missing**

All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of the school's unauthorised absence and children missing from education procedures.

local authority or had a social worker may require additional support. This includes young people who have returned home from care, who have been adopted, or who are care leavers. The school assess the need for additional support to all children who have previously had a social worker.

z) **Modern slavery**

Modern slavery is the illegal exploitation of people for personal or commercial gain. Victims are trapped in servitude, which they are deceived and coerced into, and feel they cannot leave. It can include:

- human trafficking
- sexual exploitation
- criminal exploitation
- forced labour
- domestic servitude

We work within the remit of the local Modern Slavery procedures. Concerns will be referred to children's services or [the police](#) and we will ensure they follow the National Referral Mechanism.

aa) **Young people who have previously been in care**

Young people who have previously been 'looked after' by a local authority may require additional support. This includes young people who have returned home from care, who have been adopted, or who are care leavers. aa) Young people who have previously had a social worker Young people who have previously been 'looked after' by a

## Appendix B – The Designated Safeguarding Lead

The Governing Body will ensure there is a suitably qualified and trained Designated Safeguarding Lead (DSL), with at least one Deputy trained to the same level. The following responsibilities form part of the DSL's Job Description.

The DSL will:

- Ensure safeguarding children is a central ethos in the school
- ensure all staff are familiar with the Safeguarding Children policy and part I of Keeping Children Safe in Education.
- Ensure all staff have developed skills and knowledge to identify and report abuse, including safeguarding concerns or allegations of abuse against staff.
- Be the first point of contact for any member of staff worried about a child and provide advice and support to resolve that concern. The DSL will ensure they or a Deputy is available to staff during school hours and for any out of hours/out of term activities.
- Maintain oversight and hold ultimate lead responsibility for any concern about a child, including children requiring early help or child protection. This will include managing referrals by ensuring the DSL or a deputy is allocated to any child referred to children's services (including children in care and those who have returned home from care). This person will keep the DSL up to date, communicate all significant information and provide reports to other agencies and attend all relevant meetings for that child.
- Keep accurate and secure child protection records and send these securely on to any new schools (separately from the main file), in line with Keeping Children Safe in Education.
- Refer cases as necessary to other agencies, including the Channel programme where there is a concern about radicalisation, the Police where a crime may have been committed and the Disclosure & Barring Service. The DSL will also liaise with senior mental health leads.
- Monitor the academic progress and attainment of young people who have (or have had) a social worker, maintaining a culture of high aspirations for this cohort. The DSL will ensure relevant staff have information to help these young people achieve, identify the challenges they may experience and enable access to adjustments to best support their progress.



- Where the DSL is not the head teacher, the DSL will liaise closely about any ongoing enquiries, police investigations or concern for children.
- Ensure the Safeguarding Children policy is reviewed at least annually, is available publicly and that parents are aware of the role of the school in safeguarding children including referral to other agencies
- Receive relevant training in role at least every two years and Prevent awareness training. The DSL must seek out additional learning opportunities to ensure their knowledge and skills are refreshed and they are aware of any change in requirements, including through the safeguarding children partnership.

## Appendix C - Other relevant legislation

Working together to safeguard children A guide to inter-agency working to safeguard and promote the welfare of children

Misuse of Drugs Act 1971

Keeping Children Safe in Education, DfE, September 2020

Teaching online safety in school: Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects, June 2019

SEND Code of Conduct, DfE, January 2015

Children missing education Statutory guidance for local authorities, DfE January 2015

Framework for the Assessment of Children in Need and their Families

What to do if you're worried a child is being abused Advice for practitioner, DfE, March 2015

The Equality Act 2010

Safeguarding children who may have been trafficked, HMG, 2011

Protecting vulnerable people from being drawn into terrorism, DfE

Children Act 1989

Human Rights Act 1998

UN Convention for Rights of the Child 1991

Data Protection Act 2018

Sexual Offences Act 2003

Children Act 2004

Education Act 2002

Protection of Freedoms Act 2012

Counter-Terrorism and Security Act 2015.

Female Genital Mutilation Act 2003

Serious Crime Act 2015

Malicious Communications Act 1988

Communications Act 2003

Public Order Act 1986.

Safeguarding Children Partnership Procedures

The Modern Slavery Act 2015

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers

## Appendix D – Training requirements for job roles at the school

This list is reviewed annually. If your job role is not listed please contact Human Resources for advice.

You **must** complete all training in the Mandatory Training section and **aim** to complete all training in the Target section.

the school will align to the DSCB requirements for what is covered in the different levels of training.

Group	Roles	Mandatory Training	Target
<b>Group 1</b> Staff and volunteers who have infrequent contact with young people or families and who may become aware of possible abuse and neglect.	Office staff Premises Manager	Update with the DSL (annual)  Read and understand Keeping Children Safe in Education (Part I) (at each update)	
<b>Group 2</b> Those in regular contact or have a period of intense but irregular contact, with young people, young people	Midday Meal Supervisors Teaching Assistants	Group 2 face to face training half day annually  Discussions at team meeting (once per term)  Read and understand Keeping Children Safe in Education (Part I) (at each update)	Group 3 training

<p><b>Group 3</b></p> <p>Members of the workforce who work predominantly with young people, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.</p>	<p>Teachers</p> <p>Designated Safeguarding Governor</p> <p>Parent Support worker</p> <p>Learning Mentor</p>	<p>Group 3 5 hours training (annually)</p> <p>Discussions at team meeting (once per half term)</p> <p>Read and understand Keeping Children Safe in Education (Part I) (at each update)</p>	<p><a href="#">CHANNEL general awareness e-learning (3 years)</a></p> <p><a href="#">FGM elearning</a></p>
<p><b>Groups 4&amp;5</b></p> <p>Professional advisors, named and designated lead professionals.</p>	<p>Deputy Des. Safeguarding Leads</p> <p>Designated Safeguarding Lead</p>	<p>Designated Safeguarding Lead training on analysis and decision-making (every 3 years)</p> <p>Interagency training (every 3 years)</p> <p>Borough safeguarding update (once per term)</p> <p>Read and understand Keeping Children Safe in Education (Parts I&amp;II) (at each update)</p>	<p>Network meetings termly with similar roles from other organisations to compare performance, peer review approaches and share good practice.</p>

		<p>PREVENT awareness training (2 years)</p> <p><i>At least 12 hours training per year</i></p>	
<b>Interview panels</b>	Staff involved in interviewing potential volunteers and employees	At least one member of staff on an interview panel must have received face to face Safer Recruitment training (every 3 years)	All staff on interview panels must complete Safer Recruitment e-learning.
<b>Investigating allegations</b>	Assistant Head teacher Chair of Governors	Read and understand Keeping Children Safe in Education (Parts I&II) (at each update)	1 day Allegations & concerns about staff: referrals and investigations face to face training (3 years)
<b>Governing Body</b>	All Governors	<p>Group 1 or higher level of training (every 2 years)</p> <p>Read and understand Keeping Children Safe in Education (Parts I) (at each update)</p>	