Safeguarding and Child Protection Policy

Oxlow Bridge School

Approved by: Hermann Farrington (chair of governors)
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1. Introduction

Our policy is embedded into the general ethos of all the academies within the group forming Partnership Learning, which is to ensure that our children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. The governors and staff of our academies fully recognise the contribution they make to safeguarding children. We recognise that all members of staff, including volunteers, have a full and active part to play in protecting our pupils from harm. All Trustees, Staff and Governors believe that our academies should provide caring, positive, safe and stimulating environments which promote the social, physical and moral development of the individual.

Partnership Learning is committed to safeguarding and promoting the welfare of children and expects all staff, governors, trustees and volunteers to share this commitment.

Oxlow Bridge School recognises that safeguarding is everyone's responsibility. We aim to create a culture of vigilance where concerns are identified, shared and acted upon promptly. All staff should maintain an attitude of "it could happen here" and understand that safeguarding concerns can arise in any family, community or setting.

TERMINOLOGY

Safeguarding and promoting the welfare of children is defined as:

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

Child Sexual Exploitation (CSE) of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive “something” (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Parents refer to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

Abuse

"Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial context by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children

(definition provided by Working Together 2023).

Child refers to anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection

A referral is a request for services to be provided by a local authority. A case can become current only after a referral has been made.

Early Help provides support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

The Duty Team is a social work team providing an out of hours social care service for the county

KEY SAFEGUARDING PERSONNEL

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1. Rationale

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2011, and in line with government publications: 'Working Together to Safeguard Children' 2023, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance also reflects, both 'Keeping Children Safe in Education' September 2026, and Local Safeguarding Children Board Child Protection Procedures

The Trust takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to ensure its academies work together with other agencies to ensure adequate arrangements are fully in place to identify, assess, and support those children who are suffering harm.

This policy applies to all members of staff, governors and trustees in all academies across the trust.

2. Policy Principles

The welfare of the child is paramount

All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Pupils and staff involved in child protection issues will receive appropriate support.

3. Policy Aims

To demonstrate the Trust's commitment to safeguarding and child protection to pupils, parents/carers and other partners.

To support the child's development in ways that will foster security, confidence and independence.

To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

To emphasise the need for good levels of communication between all staff members.

To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, including the police and social are.

4. Values

To ensure that all staff working within our academies who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance) and a Single Central Record (SCR) is kept and maintained for audit

Supporting Children

We recognise that a child who is abused or witnesses' violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our academies will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising and working together with all other support services. Responding in a timely manner.

By ensuring that all safeguarding files are kept under separate file from their school file and that they are forwarded to any new school that the child may move to either by hand delivery or by recorded mail.

Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of school life. This includes online safety.

Prevention / Protection

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to;

- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report where and when they see inappropriate behaviour;
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or feel they are in difficulty or just need somebody to talk to;
- Incorporate safeguarding as much as is reasonably possible across the curriculum, including PSHE, to include opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

5. Safe School, Safe Staff

We will ensure that;

- all staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and the Deputy, and Keeping Children Safe in Education part 1, 2026 and Annex A upon induction;
- all staff receive safeguarding and child protection training at induction in line with advice from the Local Children's Safeguarding Children's Partnership which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
- all members of staff are trained in and receive regular updates in online safety and reporting concerns;
- all staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- the child protection policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the school's handbook.
- the school provides a coordinated offer of 'Early Help' when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;
- community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures;
- the name of the designated members of staff for child protection, the Designated Safeguarding Lead (DSL) and Deputy Lead (DDSL), are clearly displayed throughout

the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse;

- All staff and governors will be given a copy of Part 1 Keeping Children Safe in Education 2026 and will sign to say they have read and understood it. This document will be kept on file. Part 1 will also be available in hard copy in the staff room and an e-copy will be available on the school intranet.

6. Safeguarding Legislation and Guidance

Education Act 2011

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2011 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Counter Terrorism and Security Act 2015

Section 26 Applies to schools and other providers;

To have due regard to the need to prevent people being drawn into terrorism.

Working Together to Safeguarding Children (2015 & 2017 & 2023 update on 'Child Sexual Exploitation')

covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Keeping Children Safe in Education (2026) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (non-maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools College means further education and sixth form colleges under the further and higher

education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

***All staff should read Part One of this guidance and staff are provided with a copy of this on their safeguard training and is saved on the shared area.*

Prevent Duty Guidance – England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.
https://www.gov.uk/government/publications/prevent-duty-guidance
https://www.lbbd.gov.uk/sites/default/files/2022-07/PreventTemplate_A4_32pp_D2.pdf
***ALL staff have undertaken the PREVENT training in addition to the 'Channel training'; this forms* part of the staff induction programme.

Teaching Standards

The Teacher Standards (DfE, 2011, updated December 2021) require teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of professional duties.

Disqualification under the Childcare Act 2006:

For establishments with children under 8 years old All staff must complete a 'Disqualification by Association' form upon appointment. Further information as below.

https://www.gov.uk/government/publications/disqualification-under-the-childcare-act2006/disqualification-under- the-childcare-act-2006

7. Roles and Responsibilities

All members of The Governing Body understand and fulfil their responsibilities, namely,

to ensure that:

- there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);
- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Barking & Dagenham
- Safeguarding Children's Board and statutory requirements, are reviewed annually and that the Child Protection policy is publicly available on the school website or by other means;
- all staff including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy

- all staff have read Keeping Children Safe in Education (2026) part 1 and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance;
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training. Additional information will be gathered on online pre-recruitment checks for shortlisted candidates;
- the school has procedures for dealing with allegations of abuse against staff (including the Principal/Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned;
- a member of the Governing Body, usually the Chair or the CEO of the Trust will be nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher;
- a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
- on appointment, the DSL and Deputy DSL must undertake interagency (or equivalent) training and update/refresh it every year (annually);
- all other staff have safeguarding training updated annually;
- at least one member of the governing body has completed safer recruitment training to be repeated every five years;
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained academies through relationship and sex education (RSE)
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- appropriate online filtering and monitoring systems are in place;
- enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all governors;
- any weaknesses in Child Protection are remedied immediately.

Each term, Governors will receive:

- safeguarding reports
- SCR compliance reports

- attendance data
- bullying information
- child-on-child abuse trends
- filtering and monitoring assurances
- safer recruitment updates
- safeguarding training updates

The Headteacher will ensure that:

- the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and Deputies (DDSL) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- anyone who has harmed or may pose a risk to a child s referred to the Disclosure and Barring Service;
- at least one member of SLT has completed safer recruitment training to be repeated every five years;
- additional information will be gathered on online pre-recruitment checks for shortlisted candidates.

The Designated Safeguarding Lead:

- is a member of the Senior Leadership Team
- holds ultimate responsibility for safeguarding and child protection in the school;
- acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;

- encourages a culture of listening to children and taking account of their wishes and feelings;
- is trained within Designated Safeguarding Lead and will refresh their knowledge and skills at regular intervals but at least annually;
- will refer a child if there are concerns about possible abuse using the procedures set out by the host authority. Referrals should be made in writing, following a telephone call using the Multi- Agency Referral Form (MARF);
- will ensure detailed, accurate records, either written or using appropriate online software, of all concerns about a child are kept, even if there is no need to make an immediate referral;
- will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday;
- will ensure that an indication of the existence of the additional files is marked on the pupils' records;
- will ensure that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is obtained;
- will ensure that a copy of the CP file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be shredded;
- will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
- has a working knowledge of the local authority safeguarding procedures;
- will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team;
- will ensure that all staff sign to say they have read, understood and agree to work within the school's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 (2026) and ensure that the policies are used appropriately;
- will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences;
- has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;

- use filtering and monitoring systems to protect children when they use the school's network to access the internet. These systems are regularly evaluated by the DSL.

The Deputy Designated Safeguarding Lead

- are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, one of the DDSLs will assume all of the functions above.

All School Staff will:

- Complete annual safeguarding training including updated information from Keeping Children Safe in Education.
- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- consider, at all times, what is in the best interests of the child;
- know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children' (2023), and 'what to do if you suspect a Child is being Abused' (2015);
- will refer any safeguarding or child protection concerns to the DSL or if necessary, where the child is at immediate risk to the police or Children's Social Care;
- are aware of the Early Help (Detailed information on early help can be found in Chapter 1 of Working together to safeguard children) process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the lead professional in Early Help cases.;
- will provide a safe environment in which children can learn;
- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- consider, at all times, what is in the best interests of the child;
- know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015);
- will refer any safeguarding or child protection concerns to the DSL or if necessary, where the child is at immediate risk to the police or Children's Social Care.

8. Confidentiality

The school recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2026) share information between professionals and agencies where there are concerns.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.

We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, the DSL will seek advice from the Duty Team or the LADO within the local authority.

9. Child Protection Procedures

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in 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 by another child or children.

The school recognises that safeguarding risks can occur outside the family home and may arise in peer groups, neighbourhoods, transport networks and online environments. Including:

- county lines
- gangs
- exploitation
- online communities
- social media

Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

There are also a number of specific safeguarding concerns that we recognise our pupils may experience:

- *Child missing from education (see para 23)*
- *Child missing from home or care*
- *Child sexual exploitation (CSE) (see para 16 and Appendix 3)*
- *Child Criminal Exploitation (CCE)*
- *Bullying including cyberbullying (see para 12)*
- *Domestic abuse (see para 15 and Appendix 5)*
- *Drugs*
- *Fabricated or induced illness*
- *Faith abuse*
- *Female genital mutilation (FGM) (see para 18 and Appendix 4)*
- *Forced marriage (see para 19)*
- *Gangs and youth violence*
- *Gender/honour-based violence*
- *Violence against women and girls (VAWG)*
- *Honour based violence*
- *Mental health*
- *Private fostering*
- *Radicalisation (see para 14 and Appendix 6)*
- *Youth produced sexual imagery (sexting) (see para 27)*
- *Teenage relationship abuse (see para 24)*
- *Trafficking*
- *Child on Child abuse (see para 26)*
- *Fabricated/induced illness (FII)*

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

When staff are concerned about a child's welfare

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns using the online form. They may also discuss their concerns in person with the DSL, but the details of the concern must always be recorded.
- There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed
- The school recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding
- Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing.
- If the pupil discloses that they have been harmed, the member of staff must report this immediately to the DSL.

When a pupil discloses to a member of staff

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on several subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.
- During their conversation with the pupil staff will:
    - listen to what the child has to say and allow them to speak freely;
    - remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener;
    - reassure the child that it is not their fault and that they have done the right thing in telling someone;
    - not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk;
    - take what the child is disclosing seriously;
    - ask open questions and avoid asking leading questions;
    - avoid jumping to conclusions, speculation or make accusations;
    - not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused;

- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong;
- tell the child what will happen next;
- if a pupil talks to any member of staff about any risks to their safety or well-being the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets;
- the member of staff should write up their conversation as soon as possible. Staff should make this a priority. The record should be signed and dated, the member of staff's name should be clearly printed, and it should also detail where the disclosure was made and who else was present. The concern should be acknowledged by the DSL/DDSL.

Notifying Parents/Carers

- The school will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively, and the DSL will make contact with the parent/carer in the event of a concern, suspicion or disclosure.
- However, if the school believes that notifying parents/carers could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.
- Where there are concerns about forced marriage or honour-based violence parents/carers should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

10. Making a referral

- Following a disclosure or concern, CPOMs is used to record details of this. CPOMS is also used when when there is a concern that involves a member of staff or agency member.
- Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate in accordance with the Local Safeguarding Children's Board Levels of Need document.
- If a referral is needed, then the DSL or in their absence the DDSLs should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.
- the child (subject to their age and understanding) and the parents/carers will be told that a referral is being made, unless to do so would increase the risk to the child.

- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (DSL) (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DDSLs should be informed as soon as possible.

Visitors to the school are provided with Safeguarding leaflets which outline procedures for reporting concerns whilst onsite.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

11. Children who are particularly vulnerable

- The school recognises that some children are more vulnerable to abuse, child-on-child abuse and neglect and that additional barriers exist when recognising abuse for some children.
- We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.
- In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.
- Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.
- To ensure that all our pupils receive equal protection we will give special consideration to children who are:
    - disabled or have special educational needs
    - young carers

- affected by parental substance misuse, domestic abuse or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied or engaged in bullying
- already viewed as a 'problem'
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation
- at risk of forced marriage
- at risk of being drawn into extremism.

Children with SEN and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as changes in behaviour, mood, temperament and/or injury relate to the child's disability without further exploration;
- the fact that children with SEN and disabilities can be disproportionally impacted by issues such as bullying without outwardly showing any signs; communication barriers and difficulties in overcoming such barriers.

12. Anti-Bullying/Cyberbullying

Our policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures. The subject of bullying is addressed at regular intervals in PHSE education.

13. Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

14. Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as '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.

Some children are at risk of being radicalised, adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

The Trust is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism

(https://www.gov.uk/government/publications/protecting-children-from-radicalisation-theprevent-duty)

The Trust seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receives training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in School's (2014) - (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

The school governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, antibullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal

safeguarding procedures. If the matter is urgent the police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

15. Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep, deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

Our school is part of Operation Encompass. Operation Encompass is a national police and education early intervention safeguarding partnership which supports children who experience Domestic Abuse. Operation Encompass is in place in every police force in England and Wales, the Isle of Man, Jersey, Guernsey, Scotland, Northern Ireland and Gibraltar.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act. There is a legislative requirement for police forces to share information with educational settings through Operation Encompass.

Through Operation Encompass the police will share information with our school about ALL police attended domestic abuse incidents which involve any of our children who are related to either of the adults involved in the incident. This sharing of information will occur PRIOR to the start of the next school day. The notification will inform us about the context of the incident and will include the Voice of the Child.

Once a Key Adult (DSL) has completed the free National Online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other staff. All staff are encouraged undertake the online training.

The DSL, Candice Hubbard-Webb, undertook training on 20th March 2026

Our Safeguarding Governor, Hermann Farrington, undertook training on XXXX (date including year)

8 members of staff, completed awareness training on 13th April 2026.

Our parents are fully aware that we are an Operation Encompass school and we ensure that when a new child joins our school the parents/carers are informed about Operation Encompass. We display the Operation Encompass posters. The Operation Encompass notification is stored in line with all other confidential safeguarding and child protection information.

The Key Adult /s have led training for all staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children.

As a school we have also discussed how we can support our children who are experiencing Domestic Abuse on a day-to-day basis and particularly following the Operation Encompass notification.

We have used the free Operation Encompass Handbooks to inform our thinking. We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

The DSL will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

When the Head Teacher, DSL or DDSLs leave the school and other staff are appointed, we will ensure that all Operation Encompass log in details are shared with the new Head Teacher /Key Adults and that the new member of staff will undertake the Operation Encompass online training.

16. Child Sexual Exploitation (CSE)

What is Child Sex Exploitation?

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

DfE Child Sexual Exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, February 2017.

Definition

'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'.

DfE Child Sexual Exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation. February 2017

Prevention

The harmful effects of child sexual exploitation are serious and far-reaching for victims, their families and wider communities. The ideal is therefore to prevent the abuse happening in the first place. This section focuses on how we can protect children and young people through awareness raising and resilience building work. A local multi-agency plan should:

- educate all children and young people about the nature and risks of child sexual *exploitation and other forms of related harm (both online and offline) and how to access support;*
- *recognise that children and young people can be both victims and perpetrators of child sexual exploitation;*
- *promote the resilience of children and young people and their families and strengthen the protective factors around them;*
- *identify and support those settings, such as schools and colleges, in which children and young people can form healthy and safe relationships;*
- *supplement universal initiatives with targeted work with groups of particularly vulnerable children and young people, such as those in care, whilst being careful not to stigmatise specific groups;*
- *provide complementary messages to parents and carers about risks to their children (online and offline) and how to access support if they have concerns;*
- *consider the levels of knowledge and understanding of the wider workforce, so that everyone working with children and young people can play their role in prevention; and*
- *educate the wider community so they can identify, and report concerns and seek support.*

Although messages and methods of delivery will vary according to the nature and needs of the audience, all education and awareness raising initiatives should:

- be grounded in an evidence-based understanding of child sexual exploitation (both online and offline);
- challenge myths and misconceptions about who is perpetrating and experiencing this form of abuse;
- send a clear message that all forms of child sexual exploitation are abuse;

- recognise the potential overlap between victims and perpetrators;
- challenge any victim-blaming and promote the rights of all victims to protection and support;
- provide information on where and how to report concerns and access support; and
- be inclusive and accessible to the intended audience, in terms of language and delivery methods and ensure information is tailored and relevant to diverse groups such as Lesbian, Gay, Bisexual, Transgender, Black and Minority Ethnic and/or deaf or disabled children and young people.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. More information and the indicators of CSE is set out in appendix 3. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Academies are aware that there are clear links between regular school absence/truanting and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

In all cases the DSL should contact their local Referral, Intervention and Assessment team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

Academies are aware that children often are not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

Academies include the risks of sexual exploitation into their PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

17. Child Criminal Exploitation (CCE)

What is Child Criminal Exploitation (CCE)?

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:

"Child criminal exploitation is common in county lines and 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."

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

What is county lines exploitation?

The UK government defines county lines as:

"County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons."

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

18. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police (https://www.gov.uk/government/publications/mandatoryreporting-of-female-genital-mutilation-procedural-information)

The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes 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 the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

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

There are no circumstances in which a teacher or other member of staff should examine a girl.

19. Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as an school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit on Tel: 020 7008 0151.

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

20. One Chance Rule

All staff are aware of the 'One Chance Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have 'one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.

Academies are aware that if the victim is not offered support following a disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

21. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are place in residential academies, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Academies recognise that most privately fostered children remain safe but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement has a mandatory duty to notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and as a mandatory duty, the DSL will notify Barking & Dagenham Children's Social Care of the circumstances.

22. Looked After Children

The most common reason for children becoming looked after is as a result of abuse and neglect. Academies ensure that staff have the necessary skills and understanding to keep looked-after children safe. Appropriate staff have information about a child's looked-after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for looked-after children and the DSL has details of the child's social worker and the name and contact details of their LA's Virtual School Head for children in care.

The DSL works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked-after children in the school and meet the needs in the child's personal education plan.

23. Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DDSL responsible for attendance will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in

conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities (https://www.gov.uk/government/publications/children-missing-education)

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage

In the event of a pupil's absence from school, parents/carers are expected to notify the school promptly and provide a reason for the absence.

Where a pupil is absent and no notification has been received, the school will make every reasonable effort to contact the parent(s)/carer(s) on the first day of absence. If these attempts are unsuccessful, a home visit will be undertaken on the same day to establish the pupil's whereabouts and ensure their safety and wellbeing.

Should the school remain unable to make contact following these actions, the matter will be referred to the Local Authority Multi-Agency Safeguarding Hub (MASH) for advice, guidance and any necessary intervention.

Where there are concerns regarding the welfare or safety of the pupil and/or their family, the school may also contact the police and/or other relevant agencies to ensure appropriate safeguarding measures are implemented.

24. Online abuse

Our pupils increasingly use electronic equipment on a daily basis to access the internet and content and images. This is often through via social media sites such as Facebook, Twitter, Instagram, TikTok, WhatsApp and share Snapchat.

While many of our pupils may not access these platforms directly themselves, they may still be exposed to online content through a third party, such as a parent, carer, sibling, or other family member.
Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Filtering and Monitoring

The school recognises the importance of effective filtering and monitoring systems in safeguarding pupils online. Appropriate filtering and monitoring arrangements are in place to protect pupils from accessing harmful or inappropriate content and to identify potential safeguarding concerns, cyber threats, and unsafe online behaviours whilst in school.

The Governing Body will receive regular assurances regarding:

- The effectiveness of the school's filtering and monitoring systems.
- Safeguarding alerts generated through monitoring systems.
- Categories and volumes of blocked or restricted content.
- Any identified cyber security threats or vulnerabilities.
- Trends in pupils' online behaviour and any emerging risks.

The Designated Safeguarding Lead (DSL) and the designated IT Lead will review the effectiveness of the school's filtering and monitoring arrangements at least termly to ensure they remain appropriate, proportionate, and effective in safeguarding pupils. Any significant concerns identified through these reviews will be escalated promptly and reported to the Headteacher and Governing Body as appropriate.

Artificial Intelligence (AI)

The school recognises that advances in Artificial Intelligence (AI) present both opportunities and safeguarding risks for children and young people. Pupils may encounter AI-generated content online or be exposed to AI technologies through websites, applications, social media platforms, and other digital services.

Emerging risks include the creation and sharing of AI-generated sexual imagery, deepfake images, videos or audio recordings, impersonation of individuals online, and the potential for online grooming through AI-powered chatbots.

There is also a risk of the misuse of generative AI tools to create harmful, misleading, or inappropriate content.

The school will ensure that staff remain aware of emerging AI-related safeguarding concerns and will respond to incidents in line with relevant safeguarding, behaviour, online safety, and child protection procedures.

Pupils will be supported to develop an understanding of online safety and AI-related risks at a level appropriate to their age, stage of development, communication needs and individual understanding.

Any AI-related safeguarding concerns will be treated seriously and managed in accordance with the school's safeguarding procedures.

25. Teenage relationship abuse

Abuse in intimate personal relationships between children is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse.

26. Online Safety

The school should adopt the Trust's online/e-safety policy which explains how we try to keep pupils & staff safe whilst in school and how we respond to online safety incidents (See flowchart, Appendix 8).

The school should use filtering and monitoring systems to protect children when they use the school's network to access the internet. These systems are regularly evaluated by the DSL.

27. Child-on-Child Abuse

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may

raise safeguarding concerns. Academies recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents,
- abuse in intimate personal relationships between children (also known as teenage relationship abuse),
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- physical assault and harm, or the threat of harm with a weapon,
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry. Part five of this guidance sets out how schools and colleges should respond to reports of this nature,
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and initiation/hazing type violence and rituals.

The term child-on-child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. girls being sexually touched or/and assaulted or boys being subjected to initiation and/or hazing type violence).

Research shows that it is more likely that girls will be victims and boys perpetrators, but this is not always the case and any form of child on child abuse is unacceptable and will be taken seriously.

The school aims to reduce the likelihood of child-on-child abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;

- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose child-on-child abuse and that if they do, it is likely to be to their friends. Therefore, Academies will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of child-on-child abuse in any form should be referred to the DSL using the school's child protection procedures as set out in this policy. Where a concern regarding child-on-child abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

28. Youth produced sexual imagery (sexting) (Youth refers to anyone under the age of 18)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in academies and colleges: responding to incidents and safeguarding young people' (https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-foreducation-settings-working-with-children-and-young-people)

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents/Carers should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- the incident involves an adult;
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- the imagery involves sexual acts;
- the imagery involves anyone aged 12 or under;
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the police;

In applying judgement, the DSL will consider if:

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;

- the situation is isolated or if the image been more widely distributed;
- there are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- if any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school;
- the DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

29. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the safeguarding team by completing a Record of concern

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors/CEO of the Trust who will consult the LADO as in 23.6 above, without notifying the Headteacher first.

The school will follow the Trust's procedures for managing allegations against staff as set out in their policy, procedures set out in Keeping Children Safe in Education (2026) and the Trust's Managing Allegations policy and procedures.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and an HR Consultant in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors/Trust CEO with advice.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Staff, parents/carers and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law.

Publication includes verbal conversations or writing including content placed on social media sites.

Low-Level Concerns

A low-level concern is any concern, no matter how small, about the behaviour of an adult working in or on behalf of the school that does not meet the harm threshold but may be inconsistent with the school's staff code of conduct, professional standards, or expected behaviours.

All staff have a responsibility to report low-level concerns promptly to the Headteacher (or to the Chair of Governors if the concern relates to the Headteacher). Concerns should be reported as soon as possible and will be recorded in writing, including details of the concern, actions taken, and the outcome.

Records will be stored securely and separately from personnel files unless the concern is found to meet a higher threshold.

The Headteacher will review all reported low-level concerns, considering the context and any necessary follow-up actions.

Regular reviews of records will also be undertaken to identify any patterns, trends, or repeated concerns relating to an individual, which may indicate a need for further investigation, support, training, or formal management action.

This approach helps to promote a culture of openness, transparency, and safeguarding, ensuring that potential concerns are identified and addressed at an early stage.

30. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be 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, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk

Whistle-blowing regarding the Principal/Headteacher should be made to the Chair of the Governing Body or the Trust CEO whose contact details are readily available from the school/Trust website

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

All such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in Therapeutic Thinking techniques.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

This policy also links to our policies on:

- *Behaviour*
- *Whistleblowing*
- *Health & Safety*
- *Attendance and Punctuality*
- *E-Safety*
- *Restrictive Physical Intervention*

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression

- Age inappropriate sexual behaviour
- Child Sexual Exploitation.
- Being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services
- The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:
- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Used as a scape-goat within the family

- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear.

This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause,

- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 2

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed or Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision or Mental competence

Coercion –

The young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Appendix 3

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- going missing from home or school
- regular school absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators

- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 4

Female Genital Mutilation (FGM)

Staff in schools are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 - Clitoridectomy – partial/total removal of clitoris

Type 2 - Excision – partial/total removal of clitoris and labia minora

Type 3 - Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 - All other procedures that may include: pricking, piercing, incising, cauterisingand scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage

- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity

- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and make a referral to children's services.

Appendix 5

Domestic Abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns call Domestic Abuse Helpline Phone 0808 2000 247

Barking & Dagenham Domestic Violence Advocacy
Service Phone 0208 591 3498

Victim Support Barking and Dagenham Phone: 020 8550 2410 / 2807 / 7865

Woman's Trust East
Phone: 020 7034 0303 or 020 7034 0304

Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. 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.

3. 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.

4. 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.

5. Pupils 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 that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil 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 student / pupil'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 student / pupil 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 – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. 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.

8. 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.

The Department of Education guidance The Prevent Duty can be accessed via this link.

Appendix 7

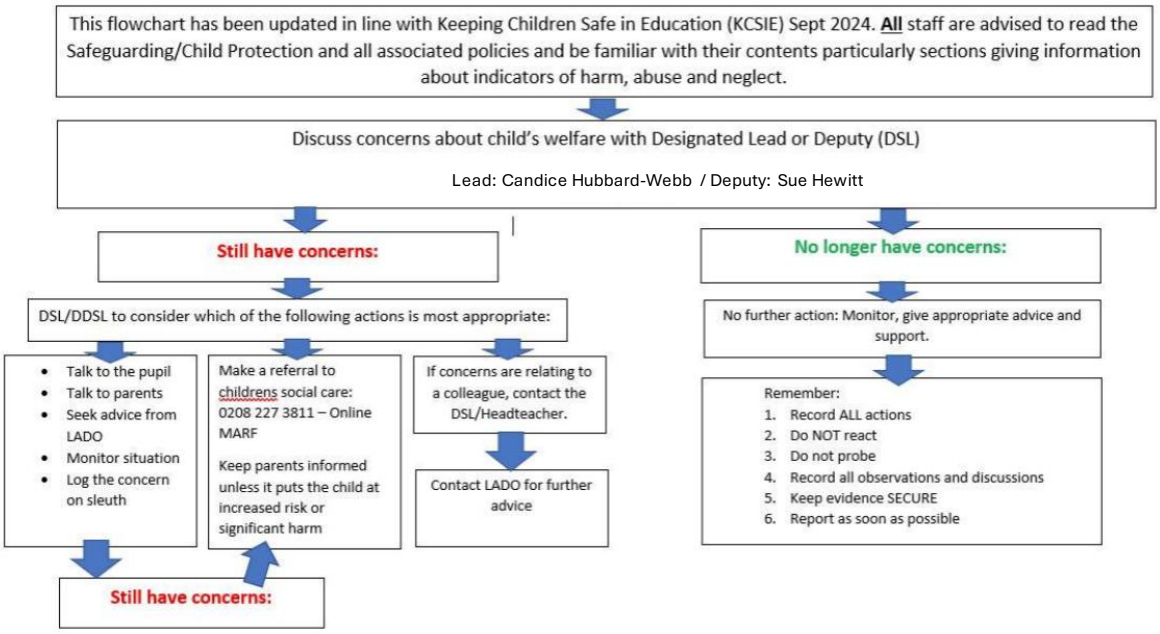
Fabricated or Induced Illness (FII)

The abuse that occurs in fabricated or induced illness (FII) takes a range of forms and can be difficult to recognise, but there are warning signs to look out for. They should also look out for one or more of the following warning signs:

- symptoms only appear when the parent or carer is present
- the only person claiming to notice symptoms is the parent or carer
- the affected child has an inexplicably poor response to medication or other treatment
- If one particular health problem is resolved, the parent or carer may then begin reporting a new set of symptoms
- The child's alleged symptoms don't seem plausible – for example, a child who has supposedly lost a lot of blood but doesn't become unwell
- The parent or carer has a history of frequently changing GPs or visiting different hospitals for treatment, particularly if their views about the child's treatment are challenged by medical staff
- the child's daily activities are being limited far beyond what you would usually expect as a result of having a certain condition – for example, they never go to school or have to wear leg braces even though they can walk properly
- The parent or carer has good medical knowledge or a medical background
- The parent or carer doesn’t seem too worried about the child's health, despite being very attentive

- The parent or carer develops close and friendly relationships with healthcare staff, but may become abusive or argumentative if their own views about what's wrong with the child are challenged
- One parent (commonly the father) has little or no involvement in the care of the child
- The parent or carer encourages medical staff to perform often painful tests and procedures on the child (tests that most parents would only agree to if they were persuaded that it was absolutely necessary)

Appendix 8


This flowchart has been updated in line with Keeping Children Safe in Education (KCSIE) Sept 2024. All staff are advised to read the Safeguarding/Child Protection and all associated policies and be familiar with their contents particularly sections giving information about indicators of harm, abuse and neglect.
Discuss concerns about child's welfare with Designated Lead or Deputy (DSL)
Lead: Candice Hubbard-Webb / Deputy: Sue Hewitt
Still have concerns:
No longer have concerns:
DSL/DDSL to consider which of the following actions is most appropriate:
Talk to the pupil
Talk to parents
Seek advice from LADO
Monitor situation
Log the concern on sleuth
Make a referral to childrens social care: 0208 227 3811 – Online MARF
Keep parents informed unless it puts the child at increased risk or significant harm
If concerns are relating to a colleague, contact the DSL/Headteacher.
Contact LADO for further advice
Still have concerns:
No further action: Monitor, give appropriate advice and support.
Remember:
1. Record ALL actions
2. Do NOT react
3. Do not probe
4. Record all observations and discussions
5. Keep evidence SECURE
6. Report as soon as possible

Appendix 9

Further advice on child protection is available from: NSPCC:

http://www.nspcc.org.uk/

Childline: http://www.childline.org.uk/pages/home.aspx

Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/

Beat Bullying: http://www.beatbullying.org/

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents

http://www.childnet.com/

CEOPS / Thinkuknow (includes resources for professionals and parents)
https://www.thinkuknow.co.uk/

Safer Internet Centre http://www.saferinternet.org.uk/