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Child Protection and Safeguarding Policy

Date approved:	Provisionally approved by the chair July 2026
Review Frequency:	Every year
Date next review due:	July 2027
Scope of Policy:	This policy applies to all staff, students and volunteers at Riverside School

KEY SAFEGUARDING PERSONNEL

Designated Safeguarding Lead (DSL):	**David Wylde**
Email: dawy@riverside.bardaglea.org.uk	Telephone: 020 3946 5819

Deputy DSL	**Marcus Benjamin, Tas Begum, Tracy Buchanan, Kendra Del Rio, Emma Halling**
Emails: see below	Telephone: 020 3946 5923

Nominated Safeguarding Governor:	**Venilia Batista Amorim**
Email: hebo@riverside.bardaglea.org.uk	Telephone: 020 3946 5888

Headteacher	**Andrew Roberts**
Email: riverside@riverside.bardaglea.org.uk	Telephone: 020 3946 5888

Chair of Governors:	**Venilia Batista Amorim**
Email: hebo@riverside.bardaglea.org.uk	Telephone: 020 3946 5888

LADO:	**Mike Cullern**
Email: mike.cullern @lbbd.gov.uk	Telephone: 0208 227 3934

Teacher for LAC:	**David Wylde**
Email: dawy@riverside.bardaglea.org.uk	Telephone: 020 3946 5888

Multi Agency Safeguarding Hub Duty Team:	
Email: childrenss@lbbd.gov.uk	Telephone: 0208 227 3811

Designated Safeguarding Lead (DSL)	**Deputy Designated Safeguarding Leads (DDSL)**				
David Wylde (DAWY)	**Marcus Benjamin (MABE)**	**Tas Begum (TABE)**	**Tracy Buchanan (TRBU)**	**Kendra Del Rio (KEDE)**	**Emma Halling (EMHA)**
					
dawy@riverside.bardaglea.org.uk	mabe@riverside.bardaglea.org.uk	tabe@riverside.bardaglea.org.uk	trbu@riverside.bardaglea.org.uk	kede@riverside.bardaglea.org.uk	emha@riverside.bardaglea.org.uk
Admin area FM246	Admin area FM246	Fourth floor FM555	Third floor FM488	Third floor FM491	Second floor FM352

If any safeguarding concerns arise outside of the working school day (e.g. during school holidays) please email SafeguardingRSS@riverside.bardaglea.org.uk

Rationale

1.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2026, 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' 2026, and Local Safeguarding Children Board Child Protection Procedures [1].

1.2. 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.

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

2. Policy Principles

2.1. The welfare of the child is paramount.

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

2.3. We recognise that all adults, including temporary staff [2], 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;

2.4. 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.

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

3. Policy Aims

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

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

3.3. 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 difficulty, believing they will be effectively listened to.

3.4. 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.

3.5. 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.

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

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

[2]Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

3.8. To develop and promote effective working relationships with other agencies, including the Police and Social Care.

3.9. 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)[3], and a Single Central Record (SCR) is kept and maintained for audit.

4. Values

4.1. Supporting Children

4.1.1. 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.

4.1.2. 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.

4.1.3. 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.

4.1.4. Our school will support all children by:

4.1.4.1. Encouraging self-esteem and self-assertiveness, through the curriculum.

4.1.4.2. Promoting a caring, safe and positive environment within the school.

4.1.4.3. Offering details of helplines, counselling or other avenues of external support.

4.1.4.4. Liaising and working together with all other support services.

4.1.4.5. Responding in a timely manner.

4.1.4.6. 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.

4.1.5. 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.

4.2. Prevention / Protection

4.2.1. 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.

4.2.2. The school community will therefore:

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

4.2.2.2. 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.

4.2.2.3. 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.

[3]Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

4.2.2.4 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. In particular this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to secondary education and more personal safety/independent travel.

4.2.2.5. 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

5.1. We will ensure that;

5.1.1. 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 in its entirety

5.1.2. All staff receive safeguarding and child protection training at induction in line with advice from the Local Children's Safeguarding Children's Board 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;

5.1.3. All members of staff are trained in and receive regular updates in online safety and reporting concerns;

5.1.4. 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;

5.1.5. 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.

5.1.6. The school is committed to early identification of need and will work in partnership with Family Help, Early Help and other relevant agencies to provide timely support and improve outcomes for children and their families. For the purposes of this policy, references to Early Help should be read as including Family Help and other early intervention services

5.1.7. Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time; The school will take appropriate action where safeguarding concerns or allegations arise in relation to individuals, organisations or activities operating on school premises. Any concerns will be managed in accordance with the school's safeguarding procedures, which may include referral to the Local Authority Designated Officer (LADO), children's social care, the police or other relevant agencies as appropriate

5.1.8. Community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures;

5.1.9. All visitors to the school during school hours will be accompanied by a member of staff.

5.1.10. The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputy, are clearly displayed throughout the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse;

5.1.11. 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 as an e-copy will be available on the school intranet.

6. Safeguarding Legislation and Guidance

Education Act 2002

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 2003 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 (2026) 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 multi-agency safeguarding arrangments 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 1 of this guidance and staff can find a copy online.*

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.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.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 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

7. Roles and Responsibilities

7.1. All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that;

7.1.1. There is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);

7.1.2. 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;

7.1.3. Ensures that all staff including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy;

7.1.4 All staff and governors have read Keeping Children Safe in Education (2026) Part I and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.

7.1.5. The school operates a safer recruitment procedure (see Appendix 11) that includes statutory checks on staff suitability to work with children by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;

7.1.6. The school has procedures for dealing with allegations of abuse against staff (including the 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.

7.1.7. 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.

7.1.8. 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;

7.1.9. On appointment, the DSL and Deputy must undertake interagency (or equivalent) training (Level 3) and update/refresh it every two years.

7.1.10. All other staff have safeguarding training updated annually;

7.1.11. At least one member of the governing body and SLT have completed safer recruitment training to be repeated every five years.

7.1.12. 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 schools through relationship sex education (RSE);

7.1.13. 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;

7.1.14. Appropriate online filtering and monitoring systems are in place that are compliant with "meeting digital and technology standards in schools and colleges (2026)

7.1.15. Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors;

7.1.16. Any weaknesses in Child Protection are remedied immediately;

7.1.17 That the Data protection Act 2018 and UK GDPR place duties on the school to process personal information fairly and lawfully to keep the information they hold safe and secure.

7.1.18. The governing body are aware of their obligations under the Human Rights Act 1998 and the Equality Act 2010. Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and
- Protocol 1, Article 2: protects the right to education.

7.2. The Headteacher will ensure that;

7.2.1. The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;

7.2.2. Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;

7.2.3. 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;

7.2.4. Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;

7.2.5. 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;

7.2.6. That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;

7.2.7. 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;

7.2.8. Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

7.3. The Designated Safeguarding Lead;

7.3.1. Is a member of the Senior Leadership Team.

7.3.2. Holds ultimate responsibility for safeguarding and child protection in the school.

7.3.3. Acts as a source of support and expertise in carrying out safeguarding duties for the whole school community.

7.3.4. Encourages a culture of listening to children and taking account of their wishes and feelings.

7.3.5. Is trained to level 3 standard and will refresh their knowledge and skills every year.

7.3.6. 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);

7.3.7. Will keep comprehensive, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral. This includes actions taken and decisions reached;

7.3.8. Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday;

7.3.9. Will ensure that an indication of the existence of the additional file in 6.3.7 above is marked on the pupil records;

7.3.10. 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;

7.3.11. 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;

7.3.12. Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children (2026);

7.3.13. Has a working knowledge of multi-agency safeguarding arrangements;

7.3.14. 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;

7.3.15. 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;

7.3.16. 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;

7.3.17. Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff (including governors), keep a record of attendance and address any absences;

7.3.18. Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;

7.3.19 Will ensure the school continues to be responsible for the safeguarding of pupils that are placed with an alternative provision provider.

7.3.20 Will ensure the school's attendance policy aligns with the working together to improve school attendance guidance and that staff understand the link between attendance and safeguarding.

7.4. The Deputy Designated Safeguarding Lead(s)

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

7.5. All School Staff will:

7.5.1. 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;

7.5.2. Consider, at all times, what is in the best interests of the child;

7.5.3. Know how to respond to a pupil who discloses abuse (including child-on-child) 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 using the LBBD referral process.

7.5.4. Are aware of the Early Help[4] 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.

7.5.5 Are aware that some children are particularly in need early help (see Appendix 12)

7.5.6. Will provide a safe environment in which children can learn;

7.5.7. Will engage with training, having read part 1of KCSIE 2026 and all relevant policies.

8. <u>Confidentiality</u>

8.1. 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 (2026) and Keeping Children Safe in Education (2026) share information between professionals and agencies where there are concerns.

8.2. 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.

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

8.4. When a victim asks the school not to tell anyone about the sexual violence / harassment, advice should be sought from the DSL / Headteacher. Riverside will always take the course of action that best protects the child, but if a referral is made against the students wishes this will be done in a sensitive way, with the reasons explained to the child.

8.5. 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.

8.6. 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, impede a criminal investigation or where it is not possible to gain consent. If in doubt, the DSL will seek advice from the Duty Team or the LADO

9. Child Protection Procedures

9.1. 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.

9.2. 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.

9.3. 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".

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

- *Child missing from education (see para 21)*
- *Child missing from home or care*
- *Child on parent / carer abuse*
- *Child sexual exploitation (CSE) (see para 14 and Appendix 3)*
- *Bullying including cyberbullying (see para 10)*
- *Domestic abuse (see para 13 and Appendix 5)*
- *Drugs*
- *Fabricated or induced illness*
- *Faith abuse*
- *Female genital mutilation (FGM) (see para 15 and Appendix 4)*
- *Forced marriage (see para 16)*
- *Financial exploitation*
- *Gangs and youth violence*
- *Gender/so called 'honour' based abuse*
- *Incel ideology vulnerability*
- *Violence against women and girls (VAWG) /*
- *Mental health*
- *Misogyny*
- *Modern Slavery*
- *Private fostering*
- *Radicalisation (see para 12 and Appendix 6)*
- *Youth produced sexual imagery (sexting) (see para 24)*
- *Teenage relationship abuse (see para 24)*
- *Trafficking*
- child-on-child ***abuse (see para 26)***

9.5. 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.

9.6. 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.

9.7. If staff are concerned about a child's welfare

9.7.1. If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on CPOMS. They may also discuss their concerns in person with the DSL but the details of the concern **must** always be recorded.

9.7.2. 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. This should still be reported

9.7.3. 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.

9.7.4. 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.

9.7.5. If the pupil discloses that they have been harmed the member of staff must report this immediately to the DSL.

9.8. If a pupil discloses to a member of staff

9.8.1. 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.

9.8.2. A child who makes a disclosure may have to tell their story on a number of 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.

9.8.3. During their conversation with the pupil staff will;

9.8.3.1. Listen to what the child has to say and allow them to speak freely

9.8.3.2. Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener

9.8.3.3. Reassure the child that it is not their fault and that they have done the right thing in telling someone

9.8.3.4. Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk

9.8.3.5. Take what the child is disclosing seriously

9.8.3.6. Ask open questions and avoid asking leading questions

9.8.3.7. Avoid jumping to conclusions, speculation or make accusations

9.8.3.8. Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.

9.8.3.9. 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.

9.8.3.10. Tell the child what will happen next.

9.8.4. The member of staff should write up their conversation as soon as possible, using the child's own words. Staff should then report the conversation on CPOMs as soon as possible The concern should be acknowledged by the DSL/DDSL.

9.8.5. If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

9.8.6. All staff should be aware that children may not feel ready or know how to tell someone they are being abused. For example, children may feel embarrassed, humiliated, or being threatened this could be due to their vulnerability. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

9.9. Notifying Parents

9.9.1. The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

9.9.2. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

9.9.3. Where there are concerns about forced marriage or so called 'honour' based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

10. <u>Making a referral</u>

10.1.1. 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 assessment or other support is appropriate in accordance with the Local Safeguarding Children's Board Levels of Need document.

10.1.2. If a referral is needed then the DSL or in their absence the DDSL 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.

10.1.3. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

10.1.4. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

10.1.5. 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.

10.1.6. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

10.2. Supporting Staff

10.2.1. 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.

10.2.2. 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

11.1. The school recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

11.2. We recognise some children will have overlapping vulnerabilities and understand that this increase in contextual 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.

11.3. 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.

11.4. 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.

11.5. Risk of harm can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that Riverside staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out/ share their concerns.

11.6. To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

11.6.1. Disabled, have special educational needs or certain health conditions
11.6.2. Young carers
11.6.3. Affected by parental substance misuse, domestic abuse or parental mental health needs
11.6.4. Asylum seekers
11.6.5. Living away from home
11.6.6. Vulnerable to being bullied or engaged in bullying
11.6.7. Already viewed as a 'problem'
11.6.8. Living in temporary accommodation
11.6.9. Live transient lifestyles
11.6.10. Living in chaotic and unsupportive home situations
11.6.11. Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
11.6.12. At risk of sexual exploitation
11.6.13. Do not have English as a first language
11.6.14. At risk of female genital mutilation
11.6.15. At risk of forced marriage
11.6.16. At risk of being drawn into extremism.
11.6.17. Children with social workers
11.6.18. Children requiring mental health support
11.6.19. Children in Kinship care
11.6.20. Children with attendance and persistent absent concerns.

11.7. The school recognises that some children, including those who are LGBT or who may be questioning their gender, can be vulnerable to bullying, prejudice, discrimination and other safeguarding concerns. Staff will respond to all concerns in a sensitive, respectful and child-centred manner, ensuring that the welfare of the child remains paramount and that appropriate support is provided in accordance with safeguarding procedures. Staff should not encourage a child towards any particular view or outcome and the school expects pupils to use the facilities designated for their biological sex

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

13.1. 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

14.1. The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism 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.

14.2. Extremism is defined as "the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: 1. Negate or destroy the fundamental rights and freedoms of others; or 2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights: or 3. Intentionally create a permissive environment for others to achieve the results in (1) or (2). We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

14.4. 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 school's and childcare providers on preventing children and young people from being drawn into terrorism[5].

14.5. 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.

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

14.7. 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)[6].

14.8. 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, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

14.9. 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).

[5] https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
[6] www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

15. Domestic Abuse

15.1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological, financial 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, and mental or physical ability. Domestic abuse can also involve other types of abuse.

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

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

15.3. 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

15.4. Living in a home where domestic abuse takes place is harmful to children's long-term health and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who see, hear or experience it's effects 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).

16. Child Sexual Exploitation (CSE)

16.1. 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.

16.2. 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.

16.3. 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.

16.4. 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.

16.5. 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. Female Genital Mutilation (FGM)

17.1. 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[7].

17.2. 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.

[7]https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

17.3. 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.

17.4. 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.

17.5. 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.

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

18. County Lines

18.1 County Lines is a very serious issue where criminal gangs set up drug dealing operations in a place outside their usual operating area. Gangs will move their drug dealing from the major cities to smaller towns and villages in order to make more money using modern technology. This can have a really big effect on the community who live there, and the young people enticed or coerced into these operations.

18.2 According to the latest statistics from The National Crime Agency there are currently **more than 1,500 County Lines** operating in England and Wales and the majority will involve the exploitation of multiple young or vulnerable people.

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

18.4 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.

19. Forced Marriage

19.1. 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.

19.2. 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.

19.3. 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.

19.4. School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit on Tel: 200 7008 0151.

20. So Called 'Honour' Based abuse

20.1. So called 'honour' based abuse (HBA) 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 abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

20.2. So called 'honour' based abuse might be committed against people who;

20.2.1. Become involved with a boyfriend or girlfriend from a different culture or religion;
20.2.2. Want to get out of an arranged marriage;
20.2.3. Want to get out of a forced marriage;
20.2.4. Wear clothes or take part in activities that might not be considered traditional within a particular culture.

20.3. 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.

21. One Chance Rule

21.1. 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.

21.2. 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.

22. Private Fostering Arrangements

22.1. 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.

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

22.3. Academies recognise that most privately fostered children remain safe and well 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.

22.4. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must 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 will the DSL and the DSL will notify Barking & Dagenham Children's Social Care of the circumstances.

23. Looked After Children & Kinship care

23.1 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.

23.2. The designated teacher for looked after children and those in Kinship care have details of the child's social worker and the name and contact details of their LA's Virtual School Head for children in care.

23.3. The designated teacher for looked after child and those in Kinship care 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.

24. Children Missing Education

24.1. 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.

24.2. The DSL 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 LocalAuthorities[8].

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

25. Online Safety

25.1. We recognise that the use of technology has become a significant component of many safeguarding issues, including child-on-child abuse. Children need to be safeguarded from potentially harmful and inappropriate online material and the school's role within this. To address this, our school strives to:

25.1.1 Have clear procedures in place to ensure the online safety of all staff and students
25.1.2 Educate the school community in the safe and responsible use of online technology
25.1.3 Set clear expectations for the use of online technology, including mobile phones which are banned in school (see behaviour policy for details).
25.1.4 Engage and support parents/carers with helping them keep their children safe at home

25.2 Our approach to online safety is framed by four main areas of risk:

25.2.1 Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism. It also includes being exposed to misinformation, disinformation (including fake news) and conspiracy theories.
25.2.2 Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'
25.2.3 Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
25.2.4 Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

25.3 To address the risks above, as a school we:

25.4.1 Train staff in online safety, including at induction
25.4.2 Use filtering and monitoring systems to protect children when they use the school's network to access the internet. There will be a record of these systems being reviewed annually by the DSL who will work closely alongside the school's IT support staff

[8]https://www.gov.uk/government/publications/children-missing-education

25.4 Cybercrime: criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

25.5.1 Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded

25.5.2 Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources

25.5.3 Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransom ware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

25.6 Our school recognises the evolving landscape of Generative Artificial Intelligence (AI) and its potential impact on safeguarding. In line with KCSIE 2026 and DfE's "Generative AI: product safety expectations", we are committed to ensuring that any Generative AI products or systems used within our setting are assessed for safety, reliably prevent access to harmful content, maintain robust activity logs, and prioritise transparency and child safety in their design and operation. The Designated Safeguarding Lead (DSL) will work closely with IT staff to ensure all Generative AI tools adhere to these standards, and that staff and students are educated on their safe and appropriate use, as well as the risks of misinformation, disinformation, and other digital harms that AI may facilitate.

25.7 The school recognises that developments in technology, including the increasing use of artificial intelligence (AI), may create additional safeguarding risks for children. Staff will remain vigilant to concerns arising from the use of AI, including AI-generated imagery, deepfakes, online exploitation, misinformation and disinformation. Any safeguarding concerns linked to the use of technology will be managed in accordance with this policy, the school's online safety procedures and relevant statutory guidance

26. Child-on-child Abuse

26.1. 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. All staff understand the importance of challenging inappropriate behaviour, it will not be passed off as 'banter' or 'part of growing up'. Our staff understand that even if there are no reports of child-on-child abuse in our school, it does not mean it is not happening – it may be the case that it is just not being reported. Some forms of child-on-child abuse, which can happen both inside and outside school and online, are outlined below.

26.1.1. Relationship/Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.

26.1.2. Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.

26.1.3. Harmful Sexual Behaviour (including upskirting) – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).

26.1.4. Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

26.2. 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.

26.3. 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).

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

26.4.1. The established ethos of respect, friendship, courtesy and kindness;
26.4.2. High expectations of behaviour;
26.4.3. Clear consequences for unacceptable behaviour;
26.4.4. Providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
26.4.5. Systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
26.4.6. 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.

26.5. 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, the school 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.

26.6. 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.

26.7. 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.

27. <u>Youth produced sexual imagery (sexting)</u>[9]

27.1. 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. This includes deepfakes or AI generated images.

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

27.2.1. A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
27.2.2. 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.
27.2.3. A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

27.3. All incidents of this nature should be treated as a safeguarding concern with staff following guidance given to schools and colleges by the UKCIS: sharing nudes and semi-nudes (December 2020)[10].

27.4. 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.

27.5. 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.

27.6. The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents 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.

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

27.7.1. The incident involves an adult;
27.7.2. 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);
27.7.3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
27.7.4. The imagery involves sexual acts;
27.7.5. The imagery involves anyone aged 12 or under;
27.7.6. 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.

27.8. 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.

27.9. In applying judgement the DSL will consider if;

27.9.1. There is a significant age difference between the sender/receiver;
27.9.2. There is any coercion or encouragement beyond the sender/receiver;
27.9.3. The imagery was shared and received with the knowledge of the child in ;
27.9.4. The child is more vulnerable than usual i.e. at risk;
27.9.5. There is a significant impact on the children involved;
27.9.6. The image is of a severe or extreme nature;
27.9.7. The child involved understands consent;
27.9.8. The situation is isolated or if the image been more widely distributed;
27.9.9. There other circumstances relating to either the sender or recipient that may add cause for concern *i.e.* difficult home circumstances

27.10. 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.

27.11. 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.

28. Allegations against staff

28.1. 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 to be conducted in view of other adults.

28.2. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[11].

28.3. We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.

28.4. 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 Headteacher or DSL.

28.5. 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.

28.6. If the allegation concerns the DSL, the Headteacher should be informed. If the allegation 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.

28.7. 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.

28.8. 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.

28.9 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 as in 23.9 above.

28.10. 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.

28.11. It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff should inform the Head Teacher about their Low-Level concern.

28.12 Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Humiliating pupils

28.13 Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

28.14. A record of Low level concerns will be stored securely within the schools safeguarding systems, with access only by the leadership team. This will be stored in accordance with the school's GDPR and data protection policies. The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in the senior leadership team. Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures. Whenever staff leave Riverside, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept.

28.15. Staff, parents 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.

28.16. Normal school procedures will apply if any allegations are made against any members of groups who use the school facilities.

29. Whistle-blowing

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

29.2. 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 procedures.[13]

29.3. 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 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

29.4. Whistle-blowing regarding the 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

29.5. 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.

29.6. **ALL** such events should be recorded and signed by a witness.

29.7. 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.

29.8. 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.

29.9. This policy also links to our policies on:

- Behaviour / Anti-bullying
- Staff Code of Conduct / Whistleblowing / Allegations against staff
- Health & Safety
- Attendance
- E-Safety / Radicalisation / Extremism

[12] Or chair of Governors/Trust CEO in the event of an allegation against the Headteacher

[13] General guidance on whistleblowing can be found in the Whistleblowing for Employees guidance

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.

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, hand prints or a hair brush
- ☐ 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 preschool 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

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate 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.

Inappropriate Sexual Behaviour includes upskirting which was made an offence with the introduction of the Voyeurism Act 2019. The practice typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks.

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 o Knowledge of society's standards for what is being proposed
    - Awareness of potential consequences and alternatives
    - Assumption that agreements or disagreements will be respected equally o Voluntary decision
    - 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,
- ☐ and 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, cauterising and 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 /academies/colleges take action **without delay** and make a referral to children's services.

Appendix 5

Domestic Abuse

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

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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:

"the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
1. Negate or destroy the fundamental rights and freedoms of others; or
2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights: or
3. Intentionally create a permissive environment for others to achieve the results in (1) or (2). 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.

9. Riverside are aware that preventative education is most effective in the context of a whole-school approach, that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence / harassment. These will be underpinned by Riverside's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE deliver in regularly timetabled lessons and reinforced throughout the whole curriculum.

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

This flowchart has been updated in line with Keeping Children Safe in Education (KCSIE) 202. ALL staff are advised to read the child protection / safeguarding and all associated policies and be familiar with their contents, particularly sections giving information about indicators of harm, abuse and neglect.

Report concerns on CPOMs and email the safeguarding team at safeguardingrss@riverside.bardaglea.org.uk

STILL HAVE CONCERNS

NO LONGER HAVE CONCERNS

No further action: Monitor, give appropriate advice and support

DSL to consider which of the following actions is most appropriate:

- Talk to the pupil
- Talk to the parents
- Seek advice from LADO
- Monitor situation

Make a referral to children's social care: (02082273811).
Keep parents informed unless it puts the child at increased risk or significant harm

If concerns are relating to a colleague, contact the HEADTEACHER

REMEMBER

1. Record ALL actions
2. Do NOT react
3. Do NOT probe
4. Not all observations & discussions
5. Keep evidence SECURE
6. Report as soon as possible

STILL HAVE CONCERNS

Out-of-hours Duty team
Tel:02085948356
Email: childrenss@lbbd.gov.uk

Contact LADO for further advice

Appendix 8

Further advice on child protection is available from:

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

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

CEOPSThinkuknow: https://www.thinkuknow.co.uk/

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/

Thinkuknow (includes resources for professionals and parents)

https://www.thinkuknow.co.uk/ Safer Internet Centre

http://www.saferinternet.org.uk/

Appendix 9

Safeguarding and Child protection during remote learning

As all students return to school, Riverside will have their usual effective child protection policy in place reflecting business as usual.

- Riverside will ensure the children's welfare continues to come first
- Staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures
- Staff and volunteers should report these concerns in the usual way to the DSL or DDSL
- Riverside will emphasise the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns, including new concerns where children are returning
- The capacity of the pastoral SLT has been expanded to deal with the possible increase in referrals due to Covid.
- The capacity of the pastoral team directed by SLT have been expanded to deal with the possible increase in referrals due to Covid
- Riverside will ensure the relevant safeguarding and welfare information held on all children (including returning children) remains accurate. The DSL will lead on this and where necessary the school will get in contact with parents asking them for updates
- Staff and volunteers should report any concerns about another member of staff in the usual way to the DSL, DDSL, headteacher or where appropriate the chair of governors
- With the potential increase in online study, staff and volunteers who interact with students remotely will continue to look out for signs a child may be a risk
- Riverside, led by the DSL, will continue to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners
- The attendance system will operate in the same way, with Riverside (led by the DSL) being vigilant of the safeguarding concerns low attendance can indicate.
- Although staff will ensure they socially distance from students, they will interact with them in the same way, ensuring students have someone to talk to if they are worried by anything
- Riverside, led by the DSL, will continue to liaise with MAP during the pandemic to ensure families have the support they need.
- Staff will maintain professional boundaries when remotely teaching, following the school's code of conduct at all times.

Appendix 10 - County Lines

- ☐ County Lines is a drug dealing operation, which often exploits younger people.
- ☐ The gangs earns a young person's trust during a targeting period where they are given gifts, drugs and or alcohol. They often offer something that the child wants or needs, money, designer clothes, status, or perceived friendship and affection. This is seen as being part of a brother/sisterhood. However the affection is often manipulated, and the child often then feels in debt to the exploiter, which then allows them to be exploited further, and ultimately into joining the county lines operation. Sometimes they will use the threat of force against the young person, their friends or family. Young girls are often at risk of CSE in these situations. Once trapped in this cycle, the young person often feels that they have no choice but to continue in the exploitation.

  Indicators of vulnerability include

- ☐ The gangs deliberately target vulnerable young people, including looked after children, those with learning difficulties or mental health problems, those who have experienced physical or sexual abuse, have an unstable home life, are homeless or in insecure accommodation, live in poverty, live in a deprived area, are socially isolated, are exposed to crime or experience violent crime, are excluded from school, are NEET(not in Employment, Education or Training) or who may have connections with friends or family already in a gang.
- ☐ The students are often targeted via social media.
- ☐ Any child or vulnerable adult can be affected by County Lines. It's important to recognise that it can still be exploitation, even if the activity appears consensual.

  More critical risk factors include

- ☐ Persistently going missing from school or home
- ☐ Being found out of their local area
- ☐ Leaving home/care without any explanation
- ☐ Unexplained acquisition of money, jewellery, clothes or mobile phones
- ☐ Getting a higher volume of calls to their mobile than is normal
- ☐ Getting involved in relationships with controlling or older individuals.
- ☐ Students have unexplained injuries
- ☐ Families may also express concerns that the young person has distanced themselves away from lots of family members or friends.
- ☐ The Young person may have been found carrying weapons or drugs

- ☐ The school has noticed a significant drop in progress and attainment.
- ☐ The young person may have gang association or appear more isolated than usual.
- ☐ Many young people may resort to self-harm, and parents/ schools/ friends may notice significant changes in emotional well-being. This may be extreme sadness, anxiousness, or violent emotional outbursts.

- ☐ However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of being involved in County Lines operations.

Here are some words/ terms that are commonly used when describing county lines activity. If you hear someone using these words then they might be involved in or know of county lines activities.

Cuckooing- This is when a drug dealer takes over the home of a vulnerable individual and use it as a base for selling/ manufacturing drugs. Commonly the drug users are targeted and are offered free drugs in exchange. **Going Country-** This is the most popular term that describes county lines activity. It can also mean the act of travelling to another town or region to deliver the drugs or money.

Trapping- The act of selling drugs. Trapping can refer to the act of moving illegal drugs from one town to another or the act of selling drugs in one.

Trap House- A building used as a base from where the drugs are sold. These houses are sometimes occupied by another individual to organise and find new users/ production of the drugs.

Trap Line- This refers to when someone owns a mobile phone specifically for the purpose of running and selling of drugs.

Modern Slavery and the National Referral Mechanism: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers.

Appendix 11 -Safer recruitment

Our single central record (SCR) records information on the checks carried out on staff and volunteers. Copies of these checks, where appropriate, will be located in individuals' personnel files. We follow the guidance from Keeping Children Safe in Education and best practice, as outlined below.

New staff

When appointing new staff, we will:

- verify a candidate's identity, including checking the name on a birth certificate where this is available
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- verify the candidate's mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate
- verify professional qualifications, as appropriate
- ensure a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State
- (for independent schools, free schools and academies) check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State
- Seek two references, including from the current employer, before interview and ask specific questions about the suitability of the candidate to work with children
- Undertake a digital screening of potential candidates prior to interview.
- (for schools with pupils aged under 8 years old) ensure that appropriate checks are made to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018

Agency and third party staff

For agency and third party staff, we will include written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date the confirmation was received and whether an enhanced DBS certificate check has been provided.

Trainee/student teachers

Where applicants for initial teacher training are salaried by the school, we will carry out all necessary checks. Where trainee teachers are fee-funded, we will ensure that the training provider has carried out the necessary checks and obtain written confirmation that these checks have been carried out.

Existing staff

If we have any concerns about an existing member of staff's suitability to work with children, we will carry out the relevant checks as if the member of staff were a new member of staff. If a member of staff moves from a post that is not in regulated activity to a post in regulated activity, we will ensure the relevant checks for that regulated activity have been carried out.

We will follow our legal duty to refer to the DBS if a member of staff has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

Volunteers
We will never leave an unchecked volunteer to be left unsupervised or to work in regulated activity. We will obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity. We will undertake a risk assessment when deciding whether to undertake an enhanced DBS certificate for any volunteer not engaging in regulated activity, and retain a record of this risk assessment.

Governors

All governors/trustees will have an enhanced DBS check without barred list information. A barred list check will be completed if a governor is in regulated activity. All governors will have also have a Section 128 check.

Contractors

We will ensure that any contractor whose work provides them with the opportunity for contact with children will have the appropriate checks. Those contractors engaging in regulated activity will have an enhanced DBS check including barred list information.
For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required.

Appendix 12 -Family help and Early help

In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

• is disabled or has certain health conditions and has specific additional needs
• has special educational needs (whether or not they have a statutory Education, Health and Care plan)
• has a mental health need
• is a young carer
• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
• is frequently missing/goes missing from education, home or care,
• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
• is at risk of being radicalised or exploited
• has a parent or carer in custody, or is affected by parental offending
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse • is misusing alcohol and other drugs themselves
• is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
• is a privately fostered child.