

## **Child Protection & Safeguarding Policy (A1)**

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## 1. KEY CONTACTS FULHAM SCHOOL

DSL Fulham Prep and overall lead	Mr Ashley Vargas	<a href="mailto:avargas@fulham.school">avargas@fulham.school</a> 020 7386 2449
Safeguarding Coordinator	Mrs Lesley Warrington	<a href="mailto:lwarrington@fulham.school">lwarrington@fulham.school</a> 0207 386 2468
Fulham Senior  020 8154 6752	Miss Mekhla Barua (DDSL)  Mr Philip Purvis (DDSL)	<a href="mailto:mbarua@fulham.school">mbarua@fulham.school</a>  PPurvis@fulham.school
Fulham Prep  020 7386 2441	Mr Ashley Vargas (DSL)  Mr Neill Lunnon (DDSL)  Mrs Storm Porter (DDSL)  Mrs Lesley Warrington (DDSL)	<a href="mailto:avargas@fulham.school">avargas@fulham.school</a>  <a href="mailto:nlunnon@fulham.school">nlunnon@fulham.school</a>  <a href="mailto:sporter@fulham.school">sporter@fulham.school</a>  <a href="mailto:lwarrington@fulham.school">lwarrington@fulham.school</a>
Fulham Pre-Prep & Nursery  020 7371 9911	Miss Naomi Kershaw (DDSL)  Mrs Annie Thackray (DDSL)  James McCarthy (EYFS DDSL)	<a href="mailto:nkershaw@fulham.school">nkershaw@fulham.school</a>  <a href="mailto:athackray@fulham.school">athackray@fulham.school</a>  Jmccarthy@fulham.school
Designated Teacher for 'looked-after children'	Mrs Lesley Warrington	<a href="mailto:lwarrington@fulham.school">lwarrington@fulham.school</a> 020 7386 2468
Designated Governor for Child Protection	Mr Jez Prior  Mrs Jane Emmett	Jez.Prior@inspirededu.com +44 (0) 7831 568013  <a href="mailto:jemmett@fulham.school">jemmett@fulham.school</a> 07970 715 072
Chair of Governors	Mr Nicholas Wergan	<a href="mailto:nicholas.wergan@inspirededu.com">nicholas.wergan@inspirededu.com</a> 07388 803 830
Vice-Chair of Governors	Mrs Jane Emmett	<a href="mailto:jemmett@fulham.school">jemmett@fulham.school</a> 07970 715 072

**DSL and DDSL refer to Designated Safeguarding Lead and Deputy Designated Safeguarding Lead respectively**

## **2. SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS IN HAMMERSMITH AND FULHAM**

For a discussion about any concerns you have regarding a child, please contact our Initial Contact and Advice Team (ICAT) where you will get straight through to a Social Worker on 020 8753 6610 (out of hours – 020 8748 8588). E-mail: [familyservices@lbhf.gov.uk](mailto:familyservices@lbhf.gov.uk)

**For case consultations please contact the Child Protection Advisers:**

020 8753 5125

**For LADO consultations and referrals please contact the duty Child Protection Adviser on:**

Telephone: 020 87535125

email: [LADO@lbhf.gov.uk](mailto:LADO@lbhf.gov.uk)

If you cannot reach a duty CP Adviser you can reach:

Named LADO Megan Cameron-Brown

Safeguarding in Education

Manager Telephone: 0208 753

5125

Email: [megan.cameron-brown@lbhf.gov.uk](mailto:megan.cameron-brown@lbhf.gov.uk)

### **CSE & Criminal and sexual exploitation Lead**

Emily Harcombe

Family Support and Child Protection Adviser (Monday to Wednesday only)

Telephone: 020 8753 6918

Mobile: 07467 734 648

Email: [emily.harcombe@lbhf.gov.uk](mailto:emily.harcombe@lbhf.gov.uk)

### **Bi-borough PREVENT**

Contact the local team on:

Telephone: 020 8753 5727

Email:

[prevent@lbhf.gov.uk](mailto:prevent@lbhf.gov.uk)

### **FGM**

Senior Practitioner

Telephone: 020 7641 1610

Email ICAT front door team:

[familyservices@lbhf.gov.uk](mailto:familyservices@lbhf.gov.uk)

### **Tri-borough Multi-Agency Safeguarding Hub (MASH)**

Karen Duncan

Tri-borough MASH Business Support Officer

Telephone: 020 7641 3991

Email: [kduncan1@westminster.gov.uk](mailto:kduncan1@westminster.gov.uk)

**Hammersmith and Fulham School Admissions, Attendance, Child employment, Elective home education and children missing education (ACE) Team**  
Elizabeth (Liz) Spearman

Hammersmith and Fulham Head of ACE and Admissions

Mobile: 07818 017 506

Email: [elizabeth.spearman@lbhf.gov.uk](mailto:elizabeth.spearman@lbhf.gov.uk)

**DFE National PREVENT Programme contact information:**

Telephone: 020 7340 7264

Local police force or dial 101 (the non-emergency number)

E-mail: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). (not intended for emergency use)

### 3. REPORTING SUMMARY

If you suspect a child is at risk of harm contact the DSL or DDSL:

**Fulham Senior:** contact Philip Purvis or if he is unavailable or Mekhla Barua or Rebecca Tear

**Fulham Prep:** contact Ashley Vargas or if he is unavailable, Neill Lunnon, Storm Porter or Lesley Warrington

**Fulham Pre-Prep:** contact Naomi Kershaw or if she is unavailable, Annie Thackray or Lesley Warrington

If there are problems with availability you may make contact with any of the DSL or DDSL team at any school stage, particularly Lesley Warrington as Safeguarding Co-ordinator

If you cannot contact a DSL or DDSL and you think the child is at immediate risk:

Contact the H&F Initial Contact and Advice Team (ICAT) on 020 8753 6610 (out of hours: 020 8748 8588).

If you are concerned about the behaviour of a member of staff contact the Head (of that school section i.e. Senior, Prep or Pre-Prep):

**Fulham Senior:** contact Philip Purvis

**Fulham Prep:** contact Neill Lunnon

**Fulham Pre-Prep:** contact Annie Thackray

If Philip Purvis, Neill Lunnon or Annie Thackray are unavailable or the concern is about either of them: contact Rebecca Tear (without informing Philip Purvis, Neill Lunnon or Annie Thackray if it is about them)

If Rebecca Tear is unavailable or if the concern is about her: contact Nicholas Wergan, Chair of Governors (without informing Rebecca Tear if it involves her)

If Nicholas Wergan is unavailable: contact Jane Emmett, Vice-Chair of Governors (without informing the Head concerned if it involves them)

A concern about a Governor should be reported to the Chair of Governors. A concern about the Chair of Governors should be reported to the LADO directly without informing the Head or the Chair of Governors: 020 8753 5125 or [LADO@lbhf.gov.uk](mailto:LADO@lbhf.gov.uk)

#### 4. INTRODUCTION AND RATIONALE

School governing bodies have a statutory duty to ensure there are appropriate policies and procedures in place in order for action to be taken in a timely manner to safeguard and promote children's welfare. Statutory guidance is provided for schools and is set out in 'Keeping Children Safe in Education' (September 2022). Governors, Heads, and all School staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This School is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon. Effective child protection and safeguarding is at the heart of our purpose.

The School has due regard to the recommendations of the Independent Inquiry into Child Sex Abuse (IICSA) (March 2022). Although IICSA focused its attention upon residential schools, it noted that sexual abuse can and does occur in all types of schools; and to all ages of children.

And so it recommended that schools must go beyond the acceptance that 'it could happen here' to the belief that 'it probably is happening here'.

The Inquiry maintained that there is no simple general solution to the problem of child sexual abuse (CSA) in schools. Instead a series of incremental changes are proposed most of which require government action. However, several specific actions for individual schools are recommended, which the School fully embraces: accordingly we shall

1. report any allegation of child sexual abuse to the inspectorate as well as to the DBS and TRA;
2. ensure that the Head, DSL, and members of the DS team (and Designated Safeguarding Governor) are trained to the highest level;
3. ensure that RSE for all pupils including those with SEND is as effective as possible; and
4. ensure that pre-appointment checks and supervision of volunteers are as effective as possible.

The Governors, the Heads and school staff are committed to ensuring that all members of the School community are aware of the School's responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant Governors attend appropriate safeguarding training at regular intervals and work effectively with other professionals on behalf of children in need or to aid enquiries into allegations of child abuse. This training provides them with the knowledge to ensure the school's safeguarding policies and procedures are effective.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment and radicalism, preventing impairment of health and/or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking actions to enable all children to have the

best outcomes.

All children, without exception, have the right to protection from abuse regardless of disability, sex, gender reassignment, race, religion or belief, or sexual orientation (Equality Act 2010). Extra support is provided for all pupils including those with protected characteristics. Positive action, where proportionate, will be taken, in order to reduce the additional barriers which these pupils face.. A safe space and additional support is provided for pupils (including those in the LGBTQ+ community), to share their concerns with trusted adults - school staff or with the School Counsellor.

Child protection and safeguarding children is everyone's responsibility. It is better to help children as early as possible, before issues escalate and become more damaging.

This policy and its associated procedures are also in accordance with the requirements of the Independent Schools' Standards Requirements (ISSRs) Part 3 and locally agreed inter-agency procedures. This policy forms part of a set of documents and policies which relate to the safeguarding responsibilities of the School. In particular there are links with:

- Staff Code of Conduct;
- Behaviour, rewards and sanctions policies
- Missing Pupil Policy
- Whistleblowing Policy

The implementation and effectiveness of the Child Protection and Safeguarding Policy and procedures are reviewed regularly by the Safeguarding Team (DSLs and DDSLs) and the Senior Leadership Team (SLT). The procedures and implementation are updated and reviewed regularly. In addition, the Policy is endorsed and reviewed annually by the Governing Body. The Policy applies to all staff, Governors, volunteers and visitors. Parents are informed of the policy and procedures through the website and the Policy is available in hard copy on request to the School Office.

The Governing Body, teaching and support staff and volunteers take all concerns and allegations most seriously and will respond in accordance with this policy and locally agreed procedures.

This will normally involve immediate referral to Children's Services. In emergencies and cases involving suspected Female Genital Mutilation (FGM) or radicalism the Police will be contacted. In the case of allegations of abuse against teachers and other staff or adults, the local authority designated officer (LADO) will be contacted. The school will work with other agencies to investigate, if an individual who has worked at the school has behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The School is committed to safe recruitment, including the selection and vetting of all staff and volunteers who have unsupervised contact with children. The School takes all possible steps to ensure that unsuitable people are prevented from working with children through its recruitment practices, Disclosure and Barring Service (DBS) checks and induction procedures (see Safer Recruitment Policy). This addresses the requirements of statutory guidance (KCSIE 2022) regarding referrals to the DBS. Safe recruitment practice also includes the requirement to check that all those employed as teachers, Heads or senior managers from April 2014 are not subject to the appropriate prohibition order issued by the Secretary of State. All staff who have contact with Early Years children and pupils up to the age of eight in before and after school care are subject to provisions regarding disqualification under the Childcare Act 2006.

Disqualification by association ceased to apply to staff providing care in a school setting from September 2018 but all staff involved in such activities are subject to the rigours of the School's safer recruitment procedures and to the safeguarding arrangements laid out in this policy and related policies.

The School follows the procedures set out by the LSCP and also has regard to the guidance 'Keeping Children Safe in Education' (KCSIE) (September 2022) and Working Together to Safeguard Children (WTTSC) (July 2018, updated December 2020) from the DfE. In addition the School has regard to the Prevent Duty (June 2015 with April 2021 update).

The COVID-19 safeguarding guidance has now been withdrawn as schools are expected to open in full.

## **5. AIMS OF POLICY**

- To raise awareness for all School staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse.
- To ensure pupils and parents are aware that the School takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.
- To ensure consistent good practice across the School and among all those who interact with children as part of our community.
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils.
- To promote a positive, supportive, secure environment where all pupils share a



sense of being valued and helped to fulfil their potential, regardless of their background or circumstances

- To ensure the early identification of pupils with additional needs and guide liaison and intervention with other agencies such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- To underpin systems including excellent pastoral care and an effective PSHE programme that identify and reduce risks of harm.
- To provide guidance on the safe use of electronic equipment, including access to the internet.

## **6. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN**

The Governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to families' cultural and social background;
- Children must have the opportunity to express their views and be heard;
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- However, all staff must endeavour where possible to work in partnership with those who hold parental responsibility for a child;
- Information in the context of child protection must be treated as confidential and only shared with those who need to know;
- All children reporting concerns must be heard and their concerns acted upon as soon as possible; staff should never promise confidentiality since concerns regarding to safety must be shared appropriately;
- All staff should have access to regular training;
- School management must allow designated staff sufficient time to carry out their duties in relation to child protection and safeguarding.

## 7. THE ROLES AND RESPONSIBILITY OF GOVERNORS

The Governing Body has overall responsibility for ensuring that child protection and safeguarding policies and procedures meet legal and regulatory requirements and that the safety of pupils is the paramount concern at all times. The Governors monitor the discharge of all statutory responsibilities regularly and robustly.

The Governing Body ensures that:

1. An effective Child Protection and Safeguarding Policy and procedures are in place and such arrangements are implemented fully in practice.
2. The School follows safer recruitment procedures (see Recruitment Policy) and the single central register of staff is in order, ensuring provision meets statutory requirements and advice.
3. Risks are properly assessed and areas requiring action are dealt with without delay.
4. The DSL and overall lead has suitable 'status, time and authority' to take responsibility and carry out the role.
5. All DSLs and DDSLs have received higher level local authority training in child protection, safeguarding and the Prevent Duty.
6. All staff and volunteers attend relevant child protection training in line with local authority procedures, including training in the Prevent Duty, and are informed of any updates which occur during the year.
7. All staff know and understand how children can be radicalised, are aware of how to recognise changes in pupils' behaviour that could indicate such radicalisation and know what to do if this happens.
8. All staff have an understanding of the risks of Female Genital Mutilation and know what to do if they suspect this may have taken place.
9. Allegations are managed swiftly, correctly and safely.
10. Concerns regarding one of the Heads are handled directly by the Chair or Vice-Chair of Governors (without informing the Head involved).  
If there is a situation where there is a conflict of interests in reporting the matter to the Head, this should be reported directly to the LADO
11. Child protection and safeguarding is a standing item at Governors' meetings, is reported in detail by the DSL and Governor responsible for safeguarding, and minuted accordingly.
12. Staff follow policy requirements, particularly those contained in this Policy and the Code of Conduct.

## **8. THE ROLE AND RESPONSIBILITIES OF THE GOVERNOR RESPONSIBLE FOR CHILD PROTECTION AND SAFEGUARDING**

While the Governors delegate a member of the Governing Body to be specifically responsible for safeguarding it must be remembered that safeguarding duties as described above remain the responsibility of the Governing Body as a whole.

The Governor responsible for child protection and safeguarding will:

- Be familiar with local authority procedures relating to safeguarding and child protection and associated issues.
- Attend training specifically intended for Governors and ensure this training is kept up to date in line with statutory requirements.
- Be familiar with the most recent regulations regarding safeguarding, including safer recruitment of staff and requirements regarding the central register of staff.
- Be fully conversant with regulations concerning EYFS staff.

When ensuring School provision meets requirements the Governor responsible for safeguarding will:

1. Meet regularly with the DSL and Safeguarding Co-ordinator and provide regular reports to the Governing Body as a whole.
2. Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and to meet the requirements of Keeping Children Safe in Education (KCSIE) (September 2022).
3. Monitor the Code of Conduct and safer recruitment procedures.
4. Ensure that the DSL and overall lead has sufficient time to perform his or her role adequately and that the safeguarding team as a whole and wider staff are adequately trained, including in the Prevent Duty, and records of training are kept up-to-date.
5. Ensure that the DSL and Safeguarding Co-ordinator maintain good relationships with external agencies supporting children and families and fulfil their multi-agency responsibilities.
6. Ensure that any necessary reports to the Disclosure and Barring Service (DBS) are promptly made.
7. Ensure that any necessary reports to the Teaching Regulation Agency (TRA) are promptly made.
8. Ensure the system for recording, storing and reviewing pastoral and safeguarding concerns is robust and secure.
9. Conduct regular reviews of the efficiency and implementation of child protection and safeguarding procedures and of staff training.
10. Regularly check on particular staff understanding of what to do if they have concerns about the safety of a child or concerns about a member of staff for handling allegations of abuse against members of staff, volunteers and the Head.

11. Ensure the DSL and Safeguarding Co-ordinator disseminate regular updates to the wider staff including up-to-date information on how to recognise abuse
12. Ensure that specific provision is in place to oversee safeguarding for the Early Years.
13. Ensure all Governors are sufficiently trained to conduct their safeguarding responsibilities, including Safer Recruitment training as appropriate.
14. Take the lead with regard to the general governance requirement to oversee the School's safer recruitment procedures and single central register.
15. Ensure that safeguarding is central to the general culture of the School.
16. Ensure that links are maintained with other key school policies such as Missing Pupils, Complaints, Anti-Bullying and ICT Acceptable Use.

## **9. THE ROLE AND RESPONSIBILITIES OF THE HEADS AND LEADERSHIP AND SAFEGUARDING TEAMS**

The Heads, Executive Group (EG), Senior Leadership Team (SLT), DSL and overall lead, Safeguarding Co-ordinator and wider safeguarding team will:

1. Maintain an overview of child protection and safeguarding within the School.
2. Ensure all staff implement the Child Protection and Safeguarding Policy effectively and know how to report and refer concerns.
3. Maintain their appropriate higher level training in line with LCSP procedures.
4. Keep open channels and communicate effectively with local statutory agencies including assessments for Early Help.
5. Communicate appropriately and to a high standard both within School and when dealing with external agencies and contribute effectively to multi-agency working.
6. Respond calmly and efficiently in emergency situations.
7. Follow procedures accurately, make informed decisions and keep records of the reasons why such decisions were made.
8. Stay abreast of changing regulations and requirements.
9. Ensure all staff are trained appropriately including training in safeguarding, child protection (including online safety) the Prevent Duty and with regard to children missing in education.
10. Deal objectively, actively and non-judgementally with all concerns raised.
11. Work with the Governor responsible for safeguarding to undertake regular reviews of all aspects of safeguarding, including the Prevent Duty, and assist in reporting to the wider Governing Body.

## **10. THE SPECIFIC ROLES AND RESPONSIBILITIES OF THE DSL AND OVERALL LEAD, SAFEGUARDING CO-ORDINATOR, AND OTHER DSLS AND DDSLS**

The DSL and overall lead oversees all aspects of child protection and safeguarding and ensures that all members of the School's Executive Group (EG) and Senior Leadership Team (SLT) are kept fully informed of matters relating to safeguarding and child protection. He or she works with the Safeguarding Co-ordinator, DSLS and DDSLS (the Safeguarding Team) to:

1. Take lead responsibility for all safeguarding and child protection matters in the School.
2. Implement legislative frameworks and recommended guidance.
3. Support staff on matters of safeguarding, acting as a source of advice and expertise, and ensure relevant policies are known and implemented effectively including those regarding the Prevent Duty.
4. Ensure regular discussion and awareness of safeguarding issues among staff and pupils as appropriate.
5. Ensure consideration is given to safeguarding within the curriculum, for example in the areas of Information and Communications Technology (ICT), Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE). Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) has now been made compulsory from September 2020. Staff receive annual training on delivering RSE.
6. Ensure staff are aware of signs of abuse and radicalisation and know how to follow up on such concerns.
7. Meet regularly and share knowledge among the team including awareness of specific issues regarding Early Years.
8. Refer any cases of suspected abuse to the relevant children's social care services:
  - a. Refer to the Local Authority Designated Officer (LADO) for cases involving child protection and concerns regarding staff or other adults in the school and to act accordingly on the advice provided;
  - b. Refer to the Channel programme where there is a radicalisation concern;
  - c. Individual teachers must personally refer to the police in any cases of FGM or where it is thought a crime may have been committed;
  - d. In consultation with the relevant Head and Governor responsible for safeguarding refer to the Disclosure and Barring Service (DBS) in cases where a person is dismissed or leaves due to risk/harm to a child.
  - e. In consultation with the relevant Head and Governor responsible for safeguarding refer to the Teaching Regulation Agency (TRA) as appropriate. Concerns that do not meet the threshold for referral to the DBS may still require

referral to the TRA.

9. Support staff who make referrals to local authority children's social care and the Channel programme.
10. Liaise with the Head regarding safeguarding issues, especially ongoing enquires under section 47 of the Children Act 1989 and any police investigations.
11. Liaise with the 'case manager' (likely to be the Head, Chair or Vice-Chair of Governors), LADO or designated officer at the local authority as necessary, attending conferences or case reviews and contributing effectively to decision-making.
12. Keep parents informed as appropriate and in line with advice from other agencies.
13. Take the lead in ensuring the School's management and Governors are aware of changing regulations and requirements.
14. Understand the importance of acting on and referring the early signs of abuse and neglect for early help and intervention.
15. Be alert to the specific needs of children in need, those with Special Educational Needs and Disabilities (SEND) or certain health conditions and young carers, ensuring that clear guidance is available in relation to responsibilities when working with children with intimate care needs.
16. Understand the particular risks associated with online safety and oversee arrangements to keep children safe online, recognising the additional risks for children with SEND or certain health conditions.
17. Keep clear records of concerns and referrals, including all meetings and decisions, and follow up appropriately.
18. Ensure all records regarding child protection and safeguarding are comprehensive, updated, accurate and appropriately stored separately from the main pupil file.
19. Ensure child protection files are full, informative and contain all information (duly dated) appertaining to the child in question, including details of all communications with external agencies, parents and carers.
20. Ensure the records of any pupil who leaves the School and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file.
21. Consider sharing information in advance of the child leaving, for example to ensure appropriate support is in place when the child arrives at a new setting.
22. Ensure key staff are aware of concerns regarding new pupils, especially those with child protection files.
23. Ensure that parents and carers of pupils have an understanding of the responsibilities placed on the School and staff for child protection and safeguarding children. This will generally be carried out through information given prior to pupils commencing at the School and through the availability of this policy online and via the School Office. The School also communicates with parents and carers to reinforce the importance of children being safe online by sharing appropriate information and through external organisations who deliver online safety workshops for pupils and parents.

24. Ensure staff consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

These responsibilities are shared among the DSLs and DDSLs. DDSLs are trained to the same standard as the DSL and may carry out the functions of the DSL as required. However, the lead responsibility of the DSL will not be delegated.

The School recognises that DSLs, DDSLs and other senior pastoral staff may experience difficult and upsetting circumstances as part of their work and should receive the appropriate level of supervision to support their own wellbeing. Generally the collegiate structure of the team, for example the close working relationship between the DSL and Safeguarding Co-ordinator, allows staff to offer each other mutual support and identify circumstances where colleagues may be struggling to cope with the emotional demands of the role. Where such concerns exist or after particular serious cases involving staff protection the School's Executive Group will ensure adequate supervision is in place, for example via specialist sessions with the School Counsellor.

## **11. THE ROLE AND RESPONSIBILITIES OF THE LAC (LOOKED AFTER CHILDREN) DESIGNATED TEACHER**

The LAC Designated Teacher has responsibility for helping School staff understand the additional needs of children who are looked after by the local authority and how they can best be helped and supported when attending the School. He or she will:

1. Promote a culture of high expectations and aspirations for 'looked after children'.
2. Ensure the young person has a voice in setting learning targets.
3. Ensure that, where appropriate, 'looked after children' are prioritised in one-to-one tuition arrangement

## **12. THE ROLE AND RESPONSIBILITIES OF ALL SCHOOL STAFF**

All staff are required to follow this policy and to have read and understood and followed at least Part 1 and Annex B of Keeping Children Safe in Education (KCSIE) (September 2022). In addition all staff should be familiar with the Staff Code of Conduct, whistleblowing procedures, procedures related to behaviour, rewards and sanctions, missing pupil procedures and complaints.

All staff will:

1. Provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions.
2. Treat children with respect within a framework of agreed and understood behaviour.
3. Be aware of signs of abuse and take appropriate action, seeking advice and support as necessary from the Safeguarding Team.
4. Follow the reporting summary in this policy, reporting concerns about child safety to the DSL, Safeguarding Co-ordinator or DDSL, and concerns about a member of staff to the Head as soon as possible;
5. Be aware of the relevant local procedures and guidelines and the range of additional harms that may affect children (see Annex B KCSIE 2022).
6. Monitor and report as required on the welfare, attendance and progress of all pupils and help identify children who may benefit from early help and intervention.
7. Keep clear and accurate records of concerns.
8. Respond appropriately to disclosures from children and young people (staying calm, reassuring without making unrealistic promises, listening, avoiding leading questions, not promising confidentiality). Be aware that children may not feel ready or know how to tell someone that they are being abused.
9. Report concerns relating to Female Genital Mutilation (FGM) directly to the police, supported by the DSL.
10. If there is a risk of immediate harm and the DSL or DSL is unavailable refer immediately to the H&F Initial Contact and Advice Team (ICAT) on 020 8753 6610 (out of hours: 020 8748 8588).

## **13. STAFF TRAINING**

Governors recognise the importance of training for the DSLs and DDSLs and all School staff who have contact with children.

Governors expect the Heads and DSL to ensure that all School staff, including support and



ancillary staff, receive training in child protection at the appropriate level and are made aware of the relevant school policies, procedures and guidelines. Training will take place in accordance with Local Safeguarding Children Board guidelines. Supplementary training will be provided at least annually and staff will be updated in changes to safeguarding requirements as and when they arise.

New staff will receive training as part of their induction to include:

- This policy and their safeguarding responsibilities, including how to recognise signs of abuse
- Part 1 and Annex B of KCSIE (September 2022)
- Online Safety
- The Staff Code of Conduct and Whistle-blowing Policy
- ICT Acceptable Use Policy
- The identity and roles of the DSLs and DDSLs
- Prevent training to help identify and support children at risk of radicalisation
- Policies regarding missing pupils and behaviour, rewards and sanctions
- Anti-bullying policy (including cyber-bullying)

Staff sign to confirm understanding of and that they follow the Code of Conduct and receipt, understanding and that they follow the relevant parts of KCSIE. Quizzes and spot checks are used to ensure thorough understanding of key procedures. The DSL also sends out a weekly Safeguarding 'Thought for the Day' e-mail on a relevant topic within Safeguarding to broaden awareness and knowledge as well as to ensure that safeguarding is at the forefront of everyone's mind at school

The DSLs and DDSLs receive appropriate training in line with the safeguarding requirements either through the local borough partnership of Hammersmith & Fulham, Kensington & Chelsea and Westminster (<https://www.rbkc.gov.uk/lscp/training-and-resources>) or via another accredited provider.

The training will be repeated at least every two years and/ or will be repeated whenever KCSIE Part 1 is updated. Informal training will occur at least annually through regular local authority meetings and e-bulletins. The training will ensure the DSLs and DDSLs:

- Understand the assessment process for providing early help and intervention
- Know how to work with local agencies effectively and specifically their duties with regard to the investigation of cases where significant harm is suspected
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Have higher level understanding of the Prevent Duty to be able to assess the risk of children being radicalised and support children as appropriate in conjunction with local partners
- Are alert to the specific needs of children in need, those with special educational

needs and young carers

- Promote a culture of listening to children and one in which child safety is paramount
- Ensure that carers understand the importance of supporting learning at home
- Take lead responsibility for the development and implementation of the 'looked after' child's individual or personal education plan (IEP/EHC or PEP) within the School.

#### **14. APPOINTMENT OF STAFF**

The School is committed to the safer recruitment of competent, motivated staff members who form a diverse workforce comprising different backgrounds, skills and abilities. The recruitment and selection process is efficient, effective and equal, upholding legal obligations and national agreements, and free of discrimination on grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

Where staff from another organisation (including supply staff) are working with our pupils, the School ensures it has received written confirmation that appropriate child protection checks and procedures apply to those staff and that any such checks do not raise any issues of concern in relation to the suitability of those staff members to work with children

When appointing staff, Governors will take account of the guidance issued by the Local Authority's Human Resources Section and Safer Recruitment procedures, observing the following principles:

- Documentation sent out to potential candidates will make it clear that child protection is a high priority of the School and that rigorous checks will be made of any candidate before appointments are confirmed.
- Shortlisted candidates are asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.
- All references will be taken up and verified by telephoning referees.
- A reference will always be obtained from the last employer.
- At interview candidates will be asked to account for any gaps in their career/employment history.
- All candidates will be made aware that all staff are subject to an enhanced DBS (Disclosure and Barring Service) check.
- Evidence of relevant checks including s128 checks where relevant will be recorded and stored in a Single Central Register (SCR), easily accessible when appropriate and necessary.

As from 1 January 2021 the Teaching Regulation Agency will no longer maintain a list of EEA teachers with sanctions and professional regulators in the EEA (EU, Iceland, Liechtenstein and Norway) will no longer share information about sanctions imposed on EEA teachers with the Teaching Regulation Agency (TRA) via the IMI (Internal Market Information) system. Therefore, we will ask teachers to

provide a letter of professional standing. This should be a letter of professional standing issued by the professional regulating authority in the country in which they worked. We will consider such evidence alongside other information obtained through other pre-appointment checks to help assess their suitability.

For applicants that have lived or worked outside of the UK, we will continue to follow safer recruitment requirements and make any further checks we think appropriate so that relevant events that occurred outside the UK can be considered, this will include obtaining an enhanced DBS certificate with barred list information (even if the teacher has never been to the UK).

See Recruitment Policy for full details.

## **15. SAFEGUARDING CONCERNS AND ALLEGATIONS AGAINST STAFF AND VOLUNTEERS**

Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to allegations of abuse. Regrettably, in some cases such accusations may be true. The School has an approach that recognises concerns tend to grow and may be apparent before someone makes an allegation. The Governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff (including supply staff). Refer also to the Reporting Summary (page 4).

In addition to the information below any member of staff may also refer to the Whistleblowing Policy or contact the NSPCC whistleblowing helpline on 0800 028 0285. Further information is available via the NSPCC website: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.

It is the responsibility of the school to deal with safeguarding allegations against supply staff and contractors, keeping the agencies/contracting organisation informed.

When it is alleged that a member of staff or volunteer who has contact with a child in their personal, professional or community life may have:

- Behaved in a way that has harmed a child or may harm a child
- Possibly committed a criminal offence against a child
- Behaved towards a child in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Then:

- The person to whom the allegation is first reported must inform the relevant Head of Pre-Prep, Prep or Senior Head immediately. They will then inform the Executive Head.
- If the Head of Pre-Prep, Prep or Senior is absent report directly to the Executive Head.
- If the Executive Head is absent or the concern is about him/ her or a Governor report to the Chair of Governors or in his absence the Vice-Chair, without the relevant Head being informed. It will be for the Chair or Vice-Chair to then report directly to the LADO.
- If the concern is about the Chair of Governors report directly to the Local

Authority Designated Officer (LADO).

- The Head/Chair of Governors/Vice-Chair ('case manager') will contact the LADO immediately and at the latest within one working day of allegations being reported and will act in accordance with the advice provided.
- In the most serious of circumstances the Head/Chair of Governors/Vice-Chair ('case manager') will contact the police.
- Discussions with the LADO will be recorded in writing.
- The Head /Chair of Governors/Vice-Chair ('case manager') will not investigate the allegation itself, nor take written or detailed statements, before consulting the LADO, to assess the situation and agree the next steps.
- The Head /Chair of Governors/Vice-Chair ('case manager') will, as soon as possible, and following briefing from the LADO, inform the subject of the allegation, providing as much information as possible at the time. If the LADO advises that a strategy discussion is needed or other agencies need to be involved that must happen first.
- The parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case and the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

The recipient of the allegation must take the matter seriously and keep an open mind. They must not investigate, make assumptions or ask leading questions if seeking clarification. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only. The recipient should make a written record of the allegation using the Record of Concern Form (Appendix 1), quoting the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. The recipient of an allegation must not unilaterally determine its validity. Failure to report it in accordance with procedures is a potential disciplinary matter.

In all allegations the outcomes are defined as follows:

1. **Substantiated:** there is sufficient evidence to prove the allegation;
2. **False:** there is sufficient evidence to disprove the allegation;
3. **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
4. **Unsubstantiated:** there is insufficient evidence either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
5. **Unfounded:** to reflect cases where there is no evidence or proper basis to support the allegation made.

All allegations are dealt with as a priority and without delay. Where it is clear immediately

that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head (as appropriate) should instigate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, as far as possible it should be held within 15 working days.

Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. The School will act to minimise the stress inherent in allegations and disciplinary investigations and processes. The individual may be advised to contact their trade union representative, if they have one, or a colleague for support. They may also be given access to welfare counselling or medical advice if considered appropriate. They will be given clear advice on the need for confidentiality and responsibility to avoid contact with any pupils or families involved. A named representative will be allocated to keep the member of staff informed of progress in the case and to consider what other support might be appropriate.

Staff against whom an allegation is made are not automatically suspended and suspension will only be considered where there is cause to suspect children are at risk of serious harm or where the allegation is so serious it may be grounds for dismissal.

All alternatives to suspension will be considered before taking that step. If suspension is deemed appropriate, the reasons and justification will be recorded by the School and the individual notified within one working day. The School will follow, as appropriate, the Disciplinary and Dismissal Policy and Procedures.

In the case of return to work the School will consider how best to facilitate this, including the option of a phased return and the provision of specific support. The School will also review contact with the child or children who made the allegation.

If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the Head and the LADO will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The Chair of Governors will be kept informed at each stage. Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in

employer references and every effort will be made to restore the good name of the member of staff. However, substantiated allegations must be referred to in references.

Pupils found to have made malicious or false allegations may have breached the

Behaviour Policy. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed. Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration may be required. The safeguarding team may, in liaison with the LADO, refer the matter to the Children's Social Care services to determine whether the child concerned is in need of services, or may have been abused by someone else. Appropriate counselling and support will be considered.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support, which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome.

If it is decided that the allegation is substantiated and meets the threshold for further action the Head must follow the guidance given by the LADO. If the member of staff is dismissed or the School no longer uses his/her services, then the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA) must be informed as soon as possible and in line with guidance published by the DBS. Failure to make a referral to the DBS constitutes an offence.

The address for referrals is PO Box 3963, Royal Wootton Bassett SN4 4HH (03000 200 190). Referrals to the TRA may be required where the threshold for referral to the DBS is not met, for example in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

For all allegations other than those found to be false or malicious, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Clear guidance is given in the DfE document on dealing with allegations. ([Dealing with allegations of abuse against teachers and other staff](#)). Information regarding a substantiated allegation will be disclosed in references in accordance with safer recruitment procedures.

During the reporting and investigation of allegations the School will make every effort to maintain confidentiality and to guard against unwanted publicity. Parents and carers may be informed of the prohibition on reporting or publishing allegations about teachers. If they express a wish to apply to the court to have reporting restrictions removed they will be told to seek legal advice. Restrictions will continue until the point where an accused person is charged with an offence or the DfE/TRA publishes information about an investigation or decision in a disciplinary case.

The School adheres to the Early Years requirement that Ofsted is informed of any serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegation relates to harm or abuse committed on the premises or elsewhere), or any abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Ofsted will be informed of the above as soon as is reasonably practicable, but at the latest within 14 days.

The School believes that, as per 'Statutory Framework for the early years foundation stage' (see link below), every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

[Statutory Framework for EYFS](#)

## **16. Low Level Concerns**

The term 'low-level concern' does not mean that it is insignificant, it means that it does not meet the harms threshold. It is an allegation and meets the harms threshold if the person has:

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

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including appropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider referral to the LADO

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

- being overfriendly with children;
- having favourites;
- taking photographs of children on their personal mobile phone or other device;
- engaging with a child in a one-on-one basis in a secluded area or behind a closed door; or,

- using inappropriate sexualised, intimidating or offensive language.

Whether the member of staff considers the conduct of a colleague or other adult in the school low-level or more serious, the action to be taken is exactly the same: refer immediately to the Executive Head without informing the colleague or other adult, unless the concern relates to the Executive Head in which case the matter should be referred immediately to the Chair of Governors.

## **17. CHILD PROTECTION PROCEDURES: CONCERNS ABOUT A CHILD**

The School is located within the Borough of Hammersmith and Fulham borough and therefore works with LBHF Children's Services (<https://www.lbhf.gov.uk/children-and-young-people/children-and-family-care/child-protection>) or the relevant borough where a child lives.

Since 2021 Hammersmith & Fulham Council formed a new sovereign Local Safeguarding Children Partnership (having been part of a Tri-borough with Kensington & Chelsea and Westminster previously) in order to ensure the safety and wellbeing of children and young people in the borough.

Multi Agency Safeguarding Children Partnership arrangements can be found here: [LBHF Safeguarding Children Partnership Arrangements](#)

It is our aim that all pupils receive the right help at the right time. It is important to act upon early concerns swiftly so that they do not escalate. We consider it vital to keep clear and full records, to listen actively to pupils' views, to reassess the situation regularly and take further actions when required.

All staff must be alert at all times to signs of possible abuse. If any member of staff is concerned that a child is suffering significant harm or is at risk of significant harm he or she must:

1. Inform the relevant DSL or in their absence the DDSL without delay.
2. If there is immediate danger and the DSL or DDSL is not available refer to Children's Social Care directly – anyone can make such a referral.
3. In an emergency contact the police via 999.

If a child discloses information, the member of staff or volunteer should:

- Listen to what is being said without displaying shock, disbelief, sadness or disappointment.
- Accept what is being said and allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.



- Not promise confidentiality – it might be necessary to refer to others who will be able to help. Use professional judgement as to when to clarify this to the child.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell and do not criticise the child for not disclosing sooner.
- Listen, rather than ask direct, or leading, questions.
- Allow the child to continue at her/his own pace; do not be afraid of silences.
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
- Tell the child what will happen next. It may be feasible to accompany the child to see the DSL or DDSL.
- If the report includes an online element, be aware of searching screening and confiscation advice (for schools) and UKCIS sharing of nudes and semi-nudes advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child but to confiscate any device which they believe (with good reason) to have any such images stored on it, and pass the device immediately to the DSL or DDSL.
- Information regarding the concern should be recorded on the same day using the Record of Concern Form The record must be a clear, precise, factual account of the observations.
- Record what was said using the Record of Concern Form (appendix 1).
- Use the child's own words – noting the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Also record any noticeable non-verbal behaviour.
- Record statements and observations rather than interpretations or assumptions.
- Draw a diagram to indicate the position of any bruising or other injury.
- All records should be passed to the DSL or DDSL immediately. No copies should be retained by the member of staff or volunteer. This includes the original notes. Records should be kept by the DDSL in a secure, designated file separate from the child's academic records.
- Make no contact with the parents before taking advice from the DSL or DDSL.
- It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for child protection agencies, following a referral from the DSL.
- Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for himself/herself and discuss this with the Designated Senior Safeguarding Lead.

In the event that one pupil makes a disclosure about another pupil the member of staff or volunteer should refrain from criticising the alleged perpetrator. Many factors could lead to one pupil abusing another. On occasion they themselves are being abused. Each disclosure will be treated purely on the facts. See Section 18 below regarding child on child abuse. Be aware that some children may not feel ready or know how to tell someone that

they are being abused.

Following a disclosure or indication of harm or risk of harm the DSL or DDSL will contact the Children's Social Care without delay and within 24 hours. The DSL or DDSL will then, under the guidance of Children's Services, decide what action will be taken, including whether a formal referral should be made. Where there is room for doubt about whether a referral is necessary the initial discussion with Children's Social Care may be on a no names basis.

If it is decided to make a formal referral this will be done under advice from Children's Services and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm. Children who are in need of additional support from one or more agencies will be referred to Children's Services for inter-agency assessment using local processes, including use of The Common Assessment Framework and Team around the Child approaches (TAC).

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept. All absences will be checked speedily and any concerns over repeated absence or other unusual absences will be followed up.

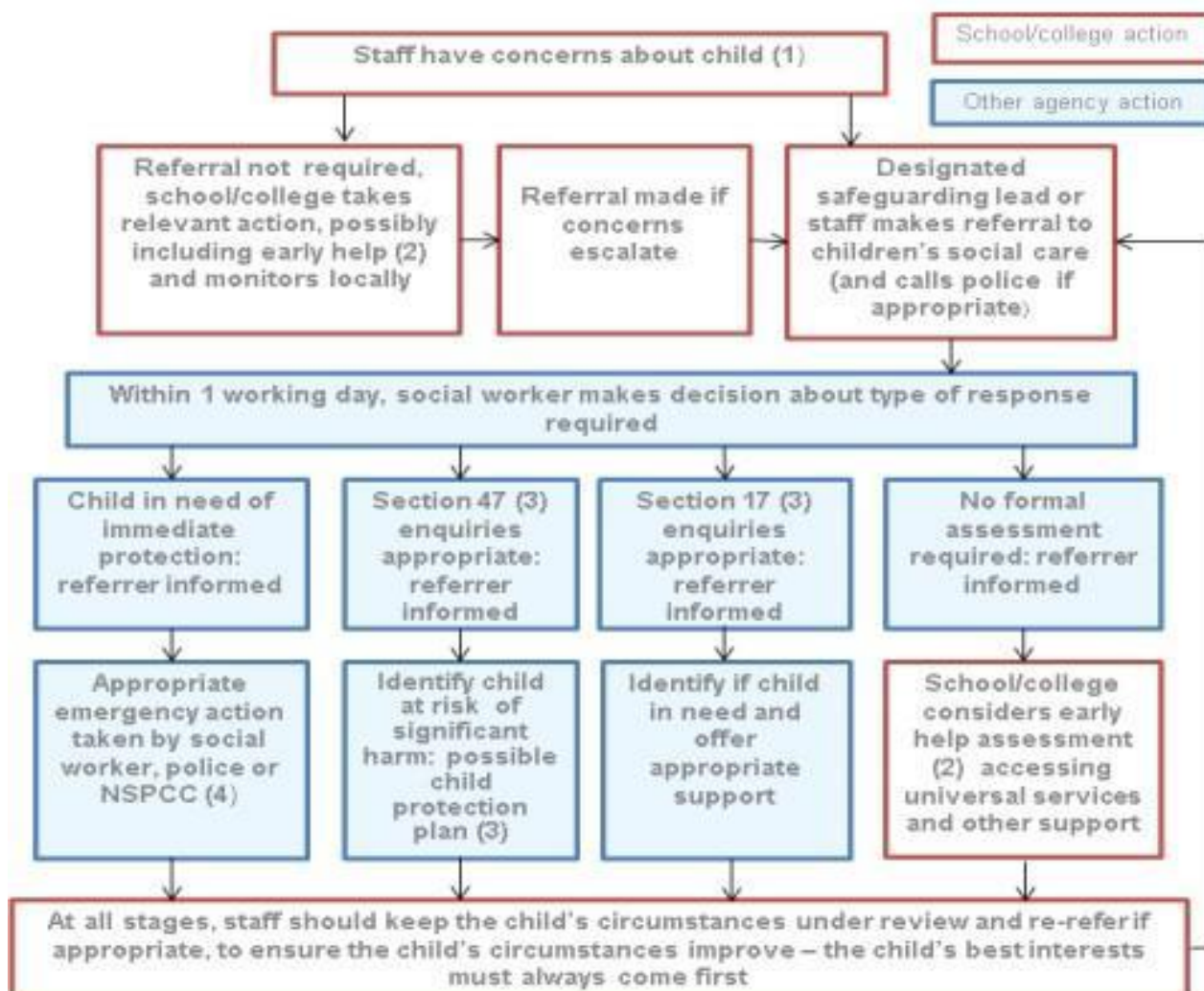
Refer to the flowcharts overleaf to clarify the actions that follow the identification of a concern about a child

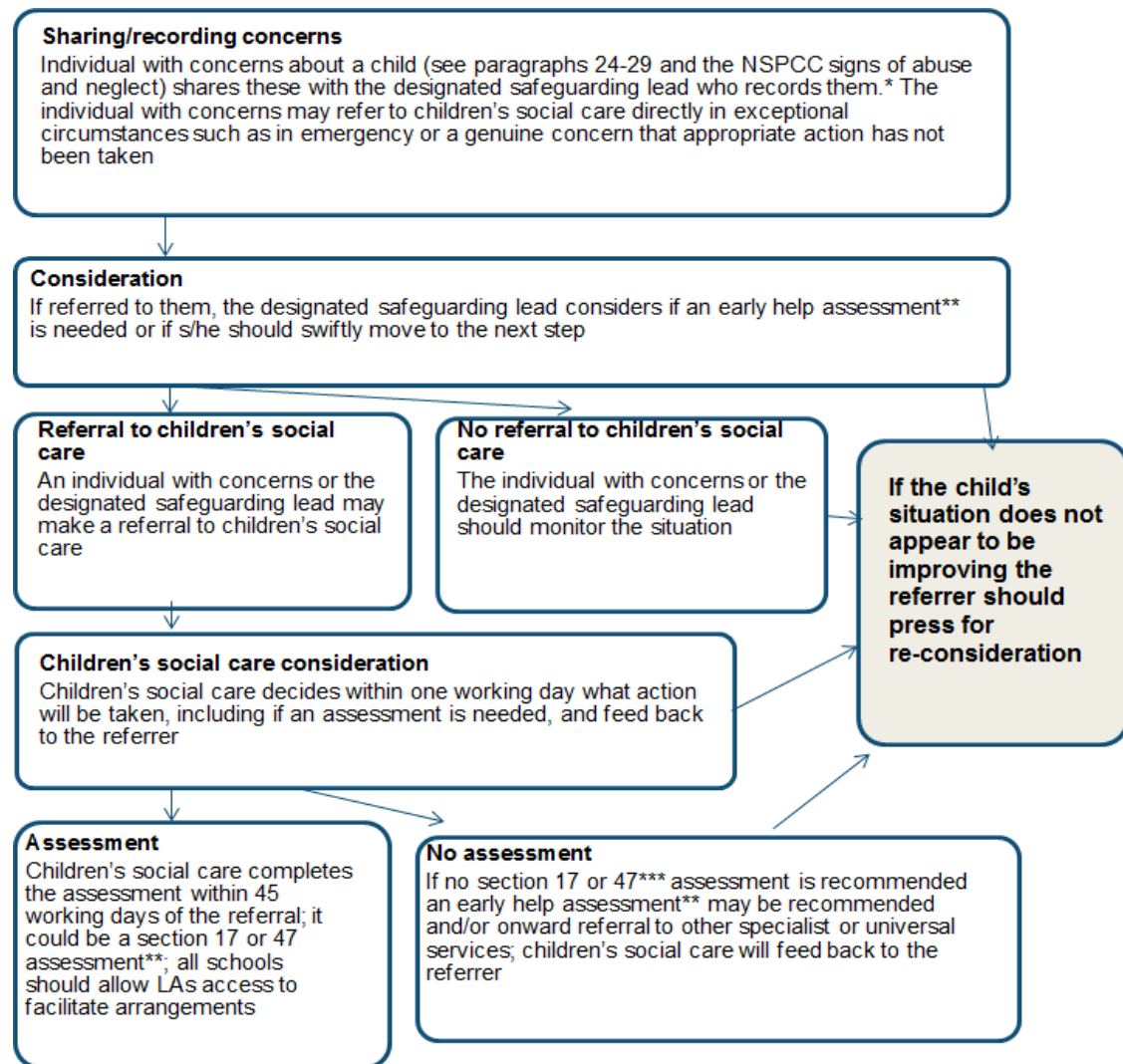
### **Summary Guidance:**

Child Concern Step by Step Procedure (see appendix 2 for a broader summary)

- If staff have concerns about a child, they contact/ speak to the DSL/ DDSL to provide more information (DDSL will pass on the information to the DSL if he/ she was not available in the first instance)
- The DDSL may confer with other members of the Safeguarding team to discuss whether the issue meets a threshold to call Children's Services.
- If the incident does not reach the threshold, the school will take appropriate action and potentially contact Early Help and monitor the child.
- If the incident does reach threshold, the DSL will call Children's Services.(relevant borough) and the police, if appropriate to relay the necessary information
- All information will be recorded on CPOMS (or relevant secure pastoral database).
- Children's Services will make a decision and advise the DSL of the next steps:

- Either the child will be identified as a child in need of immediate protection and appropriate emergency action will be taken by CS, the Police or the NSPCC
- Or the case is determined to be a Section 47 whereby CS identify the child as being at significant risk of harm (possible Child Protection Plan)
- Or the case is determined to be a Section 17 and the child is identified as a child in need and is offered appropriate support
- Or it is determined that no formal assessment is required
- In each case, the referrer is informed by CS regarding the outcome and appropriate action to be taken
- At all stages, the circumstances are kept under review by staff (and a re-referral is made if appropriate), to ensure that the every action is taken to help the situation improve. In all cases and scenarios, the child's best interests come first.





## 18. 'EARLY HELP'

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children (July 2018, updated December 2020) provides detailed guidance on the early help process.

All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

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

- Is disabled and has specific additional needs;

- Has special educational needs and disabilities (SEND) or certain health conditions, whether or not they have a statutory education, health and care plan;
- 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;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has a family member in prison;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.
- Has a history of being abused
- Has a social worker
- Has poor mental health
- Has parents with a learning disability

Furthermore, some children may be vulnerable to multiple harms including those above such as (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help; and
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Where a child and family would benefit from coordinated support from more than one agency e.g. education, health, police, there should be an inter-agency early help assessment. This should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. If Early Help is appropriate and where they are not taking the lead, the DSL will support the member of staff liaising with other agencies and setting up inter-agency Early Help assessment as appropriate.

The Early Help assessment will be undertaken by a lead professional who will provide support to the child of the family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role may be undertaken by the DSL or a teacher (or a GP, family support worker, health visitor and/or special educational needs

coordinator).

Decisions as to who performs this role will be taken on a case by case basis and will be informed by the child and their family. For an Early Help assessment to be effective:

It should be undertaken with the agreement of the child and their parents or carers and should involve the child and their family as well as all of the professionals who are working with them;

- a teacher (or other relevant professional) should be able to discuss concerns they may have about a child and family with a social worker in the local authority; and
- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgment as to whether, without help, the needs of the child will escalate. If so, a referral to children's social care may be necessary.

Effective early help in a school setting involves the School (under the guidance of the DSL) providing high quality support, in cooperation with or coordinating other agencies as appropriate, to help address the assessed needs of the child and their family early, in order to significantly improve the outcomes for the child. It is hoped that in each case, this should improve the welfare of the relevant child. However, each case should be kept under constant review, and consideration should be given to a referral to children's social care if the child's situation does not appear to be improving.

## **19. CHILD ON CHILD ABUSE, INCLUDING BULLYING, SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS**

There are different forms which child on child abuse can take, such as (but not limited to):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Emotional abuse
- Gender based violence (GBV) sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery):
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the Victim humiliation, distress, or alarm;
- Initiation/hazing type violence and rituals.
- Prejudiced behaviour
- Teenage relationship abuse

## Procedures, systems and processes

All staff should recognise the gendered nature of some types of child on child abuse (that it is, in certain situations more likely that girls will be victims and boys perpetrators). However, all child on child abuse is unacceptable and will be taken seriously.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can include actions such as upskirting: taking a picture under a person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress or alarm

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional wellbeing. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. Being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and School staff are supported and protected as appropriate.

The [Brook Traffic Light Tool](#) uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour
- By categorising sexual behaviours, school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The School recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values. Further details of the Brook Traffic Light Tool can be found in the link above.

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals between pupils may also be abusive.

These are equally never tolerated: if it is believed that a crime has been committed, it will be reported to the police.



Bullying is a subset of child on child abuse that can take different forms. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' The school's anti-bullying policy and procedures should be followed in addition to the procedures in this policy. In particular pupils and parents should be aware that engaging in bullying behaviour or condoning or failing to challenge or report bullying could lead to the application of child protection procedures (including, as necessary, the involvement of other agencies such as the police and CSC).

The School is committed to seeking to prevent child on child abuse in all its forms and to ensuring that all staff, pupils and parents uphold this commitment. Staff should always be clear that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school.

We will minimise the risk of child on child abuse by:

- Taking a whole school approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the School's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum to the pupils.
- Engaging with specialist support and interventions.

Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. Their disclosure will not be treated as normal behaviour or "banter". Staff will follow the procedures outlined in Section 15 above: Child Protection Procedures: Concerns about a Child.

Following a report of child on child abuse the DSL/DDSL will make an immediate risk and needs assessment on a case-by-case basis. The Risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any disciplinary action.
- All other children at the School.
- The victim and the alleged perpetrator sharing classes and space at School.

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Support regarding risk assessments can be accessed from the [Education Safeguarding Team – LBHF Safeguarding Risk Assessment Forms](#)

In taking action the DSL/DDSL will consider:

- The wishes of the victim
- The nature of the incident including whether a crime has been committed and the harm caused
- Ages of the children involved
- Developmental stages of the children
- Any power imbalance between the children
- Any previous incidents
- Ongoing risks
- Other related issues or wider context

The following options are likely to be the outcomes of a report of child on child abuse:

- Manage internally
- Early Help intervention
- Refer to the Multi Agency Safeguarding Hub (MASH)
- Report to the police (generally in parallel with a referral to MASH)

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

The School will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy. Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on School premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the School would seriously harm the education or welfare of the victim (and potentially themselves and other pupils). The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children and adults will

receive appropriate support and safeguards on a case-by-case basis.

Further guidance can be found here (with a link added to departmental advice): [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) (updated May 2018). This reinforces the emphasis on sexual violence and sexual harassment after Ofsted found this to be a common failing for schools last year. All staff should be able to identify this and know what to do.

More information can be found in

#### KCSIE Part 5: Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part one of this guidance, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

#### **Responding to reports of sexual violence and sexual harassment:**

Proprietors ensure that the school contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#)

#### **The immediate response to a report:**

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

The initial response to a report from a child is incredibly important to encourage and not undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

All staff are trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

Where possible, two members of staff will be present to manage reports; (preferably one of them being the designated safeguarding lead or a deputy).

- Where the report includes an online element, being aware of **searching screening and confiscation** advice (for schools) and **UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people** The key consideration is **for staff not to view or forward illegal images of a child**. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;

Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;

- Recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- Recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- Keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation. Some children may not feel ready or know how to tell someone that they are being or have been abused.
- Listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only

prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;

- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, **it is essential a written record is made;**
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation; and
- Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

### **Risk Assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment (recorded). Where there has been a report of sexual harassment, the need for risk assessment should be considered on a case-by-case basis. The school will actively consider the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of **‘it could happen here’**. Schools and colleges should be aware of, and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted, including siblings).

The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. As stated above, it is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

In addition, it is important to emphasize to children that the law is in place to protect rather than criminalise them.

The School will continue to inform and discuss cases with statutory safeguarding partners where

appropriate and necessary.

## **20. TEACHING CHILDREN HOW TO KEEP SAFE**

The Governors believe that the School curriculum is central to the protection of children. The School aims to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Learning about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

These objectives receive specific focus in relationships, relationships and sex, and health education but also feature more widely throughout the general curriculum. Specific attention is paid to developing pupil's knowledge and ability to adjust their behaviours in order to reduce risks and build resilience, especially to radicalisation. Pupils are helped to identify and understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially young people and vulnerable adults. Internet safety is integral to the school's ICT curriculum and is also embedded in PSHE.

## **21. CHILDCARE**

Staff responsible for before and after school care may be subject to provisions regarding disqualification under the Childcare Act 2006. These apply to any member of staff providing any care for a child up to and including Nursery (3-4yrs) during the normal school day and outside school hours. They also apply to those providing care before or after school hours to children who have not attained the age of eight. However, those providing healthcare including speech and language therapy are excluded from the provisions.

Staff providing such care should note that disqualification by association ceased to apply to care in a school setting from September 2018. However, all such staff are subject to the rigours of the School's safer recruitment procedures and to the safeguarding arrangements laid out in this policy and related policies.

## **22. PHOTOGRAPHY, IMAGES AND USE OF MOBILE PHONES INCLUDING EYFS**

As part of our school activities, we may take photographs and record images of individuals within our school.

These uses may include:

- Within school on notice boards and in school magazines, brochures, newsletters, etc.
- Online on our school website or social media pages

Personal mobile devices must never be used in any circumstances in the Nursery, Reception classrooms or areas.

For more details see the Taking, Storing and Using Images of Children Policy, Privacy Notice and Data Protection Policy.

### **23. CONFIDENTIALITY**

Child protection and safeguarding raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the police) in line with Working Together to Safeguard Children (2018, updated December 2020).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise confidentiality
  - instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Where children leave the school or college, the DSL/DDSL should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEND in a college, are aware as required.
- In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving: for example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives

## 24. MONITORING PUPILS WHO ARE THE SUBJECTS OF CHILD PROTECTION PLANS

Governors expect the relevant Head to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Children's Services staff.

## 25. TYPES OF ABUSE

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a 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.

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Neglect
- Sexual abuse

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the



exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

Child abuse can and does occur both within a child's family and in institutional or community settings. School staff are in contact with children all day and are in a strong position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have 'reasonable suspicion' of harm and under the Children's Act (1989), this definition has been extended to include harm that children 'may suffer in future'.

All staff need to note that generally, in an abusive relationship the child may begin to:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

Children may be affected by a wide range of other harms and risks. These are set out in Annex B of KCSIE 2022. The list is not exhaustive and staff must be aware of the links between different risks and the need to take appropriate action to protect children. Further guidance for recognising signs of abuse can be found in Appendix 4.

## APPENDIX 1: RECORD OF CONCERN FORM

Child's name:
Your name:
Your position in School:
Date & time of concern:
Account of the concern (what was said, observed, reported and by whom). Use the child's own words and record any noticeable non-verbal behaviour. Record statements and observations rather than interpretations or assumptions:
Additional information (your opinion, context of concern/disclosure):
Date & time of record:
Date & time sent to DSL/DDSL (Head if a concern about staff):

Action and response of DSL/DDSL (Head):

Name of DSL/DDSL (Head):

Date:

## APPENDIX 2: SUMMARY OF PROCEDURES

- All members of staff and all Governors have been checked and cleared with an enhanced check by other DBS in line with the school Recruitment Policy.
- The DSL and DDSLs receive regular training from the Local Authority to the same level (at least once every two years) and also attends relevant courses run by other recognised bodies to ensure the school procedures meet legal requirements and keep children safe.
- The DSL/DDSL receives Prevent Duty training at a higher level from the local authority
- All staff are required to read the Safeguarding and Child Protection Policy and KCSIE Part 1 and Annex B and complete a related questionnaire each year to ensure they know, understand and implement all school procedures correctly.
- Staff receive specific Prevent Duty training.
- A pupil concerns list is updated regularly. Staff are vigilant in reporting concerns to the DSL/DDSL as soon as possible;
- New members of staff receive comprehensive Induction Training with regard to safeguarding, child protection (including online safety) and the Prevent Duty.
- Child Line posters are on display throughout the school.
- The School operates an effective Anti-Bullying Policy which includes the risks involved in cyber-bullying.
- PSHE lessons offer opportunities to discuss matters such as personal relationships and safety, bullying, personal and cyber safety.
- The School's internet access is filtered and pupils and parents are made aware of the dangers of the Internet. See e-Safety Policy and ICT Acceptable Use Policy.
- The School has clear policies and procedures regarding health, first-aid and the giving of medication. There is a medical room and fully trained first aiders on site at all times.
- The School has clear policies and procedures regarding checking safety concerns when taking pupils on school visits. See Educational Visits Procedure.
- The School has comprehensive Risk Assessments for different areas and activities.
- The School has clear Health and Safety policies and procedures. The school buildings are secure.
- The School has a Missing Pupil Policy.
- The School has clear procedures in the case of fire, and regular fire drills are undertaken. See Fire Prevention Procedure.
- All visitors report to reception upon arrival, sign in and are issued with an appropriate identity badge.
- All visitors have fire procedure and basic safeguarding procedures explained to them.
- All visitors are shown the appropriate access to toilets allocated for their use.
- ~~Visitors do not spend time alone with any child (unless authorised) and must~~ report immediately any incidents in which they and the children are involved.
- Any visitor involved in work that involves dangerous machinery or substances must

observe any necessary safety precautions and/or stop work when children come into close proximity.

Visitors deemed to have contravened these guidelines and/or whose presence is considered detrimental to the safety and well-being of any of the school community will be told to leave.

### APPENDIX 3: SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sharing of nudes and semi-nudes (youth-produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sharing of nudes and semi-nudes. Staff should be clear as to the school policy and procedures with regards to these issues.

Guidance on Gender based violence can be found here:

- [Tackling violence against women and girls strategy \(Gov\)](#)
- Violence against women and girls – national statement of expectations: <https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations>
- Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls – <https://ask-ava.org.uk/>

Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and also at <http://www.nspcc.org.uk>. In addition, the DSL sends around a ‘Safeguarding Thought for the Week’ in order to provide awareness about a specific area relating to Safeguarding, and to ensure that Safeguarding is at the forefront of everyone’s minds amongst the staff body. Staff can also access broad government guidance on the issues listed below via the GOV.UK website:

▪ <a href="#">Child abduction</a>	▪ <a href="#">County Lines</a>
▪ <a href="#">Child criminal exploitation (CCE) and Child sexual exploitation (CSE)</a>	▪ <a href="#">Children missing from education</a>
▪ <a href="#">Children and the Court System</a>	▪ <a href="#">Children with family members in prison</a>

<ul style="list-style-type: none"> <li>▪ <a href="#">Bullying including cyberbullying</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Homelessness</a></li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Cyber Crime</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Modern Slavery &amp; the National Referral Mechanism</a></li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Online Safety</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Mental Health</a></li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">Youth produced imagery &amp; Sharing of nudes and semi-nudes</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Preventing Radicalisation</a></li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">Domestic Abuse/ Violence</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Prevent &amp; Channel Program</a></li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">Honour Based Abuse</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Private fostering</a></li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Fabricated or induced illness (see Appendix 4)</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Forced marriage</a></li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Sexual violence and sexual harassment between children in schools</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Serious Violence</a></li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Female Genital Mutilation (FGM)</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Violent Crime, Gangs and Youth Violence</a></li> </ul>
<ul style="list-style-type: none"> <li>▪ <a href="#">Gender-based violence/violence against women and girls (VAWG)</a></li> </ul>	

### **Child abduction**

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. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children’s confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

### **Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/

or for the financial advantage or increased status of the perpetrator or facilitator and/ or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Consent cannot be given, even where a child may believe they are voluntarily engaging in these activities with the person who is exploiting them. CSE and CCE do not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Unexplained gifts or new possessions or expensive habits (alcohol, drugs)
- Changes in dress
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering sexually transmitted infections or becoming pregnant
- Suffering changes in emotional well-being
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part in education
- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- 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
- 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
- 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
- Recruiting other young people to exploitative situations
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

**Staff should refer to Part A of 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual**

## **exploitation' (2017)<sup>1</sup> for comprehensive guidance on CSE and Child Criminal Exploitation (CCE)**

### **Child criminal exploitation, exposure to serious violent crime and gangs (County Lines)**

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect. The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Girls may be particularly at risk of

<sup>1</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

sexual exploitation. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems. Criminal exploitation of children is a typical feature of county lines criminal activity.

Various indicators may signal that a child is affected by gang activity, criminal exploitation or serious youth violence. These may include increased absence from school, a change in relationships or friendships with older individuals and groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or become involved with criminal individuals or networks

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The School is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A referral to the Multi Agency Safeguarding Hub (MASH) will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the MASH. If there is concern about a child's immediate safety, the Police should be contacted on 999.

All staff should be aware of the associated risks and understand the measures in place to



manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

and gang involvement and its Criminal Exploitation of children and vulnerable adults: county lines guidance:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Anti-bullying/cyberbullying**

The School policy on anti-bullying is set out in a separate document and acknowledges that some bullying incidents 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 certain health conditions and/or differences/perceived differences are more susceptible to being bullied and victims of child abuse. The subject of bullying is addressed at regular intervals in PSHE education and assemblies.

### **Cybercrime**

Cybercrime is 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:

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

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

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), would consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests. 145 Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

### **Online safety**

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media platforms such as Facebook, Twitter, Instagram and Snap Chat.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Fulham School has E-Safety and ICT Acceptable Use policies which explain how we try to keep pupils safe in school and how we respond to online safety incidents. Pupils are taught about online safety through the curriculum and all staff receive annual online safety training which is regularly updated. The school has an online filter software system to monitor use of the internet via the school Wi-Fi. The SLT and relevant staff (in conjunction with IT Support department) understand and lead on managing this system effectively, escalating concerns as necessary. Incidents of inappropriate use are followed up by an SLT member (or Head of Year if it involves a pupil's inappropriate use); parents are contacted as necessary.

### **Youth produced sexual imagery (sharing of nudes and semi-nudes)**

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

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

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to a member of the DSL/DDSL immediately. 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.

A member of the DSL/DDSL team 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.

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

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

If none of the above applies, then the DSL will use their professional judgement to assess the risk to pupils involved and may decide to respond to the incident without escalation

to Children's Social Care or the police. In applying judgement the DSL will consider if:

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image has been more widely distributed;
- there are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

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 as soon as possible;. Otherwise, the situation will be managed within the School.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

### **Domestic abuse**

Domestic abuse represents one quarter of all violent crime. It is a threat of physical, emotional, psychological, financial or sexual abuse. It involves the use of power and control by one person or people over another or others. It can impact children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships.

Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse. The School has entered into partnership with Operation Encompass, a charitable organisation, which

directly connects the police with schools to ensure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse. Rapid provision of support within the school environment means children are better safeguarded against the short-, medium- and long-term effects of domestic abuse.

## **Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003).

It is a form of child abuse and violence against women. A mandatory reporting duty requires

teachers to report to the police where they discover that FGM appears to have been carried out on a girl under the age of 18 which are identified in the course of their

professional work. Unless the staff member had good reason not to, they should still consider and discuss any such case with the DSL immediately, who will involve children's social care.

The duty applies to all persons in Fulham 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 DSL; however, the DSL should be informed.

Further information about indicators can be found in Appendix 5.

## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

School and college staff can contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or email [fmfco.gov.uk](mailto:fmfco.gov.uk).

## **Homelessness**

Homelessness Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early

intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

## **Mental Health**

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. More information can be found in the 'Mental health and behaviour in schools' guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069687/Mental\\_health\\_and\\_behaviour\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf)

See Every Mind Matters for links to all materials and lesson plans to help teachers to promote positive health, wellbeing and resilience among children:

<https://www.nhs.uk/every-mind-matters/>

The School takes Mental Health seriously and a number of staff are undertaking training which link to mental health; the school has counsellors who have 1:1 sessions with pupils who are struggling relating to having anxiety or poor mental health.

## **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. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance.

<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>

## **Preventing Radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or

colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral. Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits ([educateagainsthate.com](http://educateagainsthate.com))

### **Preventing pupils from being targeted to participate in radicalism or terrorism**

The school will, in response to section 26 of the Counter-Terrorism and Security Act (2015), have due regard to the need to prevent pupils and staff from being drawn into terrorism. This is known, in brief, as the Prevent Duty.

Designated safeguarding leads (and deputies) and other senior leaders in schools maintain their knowledge of the revised Prevent Duty Guidance (for England & Wales):

<https://www.gov.uk/government/publications/prevent-duty-guidance>

The school takes the following actions:

- At the beginning of every term the DSL, DDSs, the Governor responsible for safeguarding and senior managers, in partnership with the LADO, assess the influences and risks to which pupils may be exposed within the school, the locality, the social



media, the internet and their homes. The results of the risk assessment will be recorded by the DSL.

- If any risks or influences are discovered the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately.
- Staff receive training in how to identify signs of radicalism in pupils through observing changes in behaviour etc. Staff are advised on actions to take should they identify such changes (reporting to DSL immediately).
- The DSL and senior managers ensure the school SMSC policy and programme incorporates specific sections that assist the pupils to understand the dangers of extremist arguments.
- The DSL and senior managers ensure the school ICT Acceptable Use and eSafety policies have safety procedures in place to block any possible route for pupils to be targeted online or through the internet where they may be susceptible to terrorist or extremist material.
- The Head of ICT Support is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access pupils and ensures parents are regularly warned of the dangers of their children being targeted through the internet on home computers.
- If the DSL suspects a pupil is being radicalised, they may discuss the matter with parents. If the DSL considers the child to be at risk of significant harm they may contact the LADO immediately without informing the parents, and then act accordingly.

### **The Channel Program**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel Guidance here:

<https://www.gov.uk/government/publications/channel-guidance>

### **Honour-Based Abuse (HBA)**

Honour based abuse (HBA) can be described as a collection of practices 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.

Honour based abuse might be committed against people who:

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

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

### **One Chance Rule**

All staff should be aware of the 'One Chance' rule in relation to forced marriage, FGM and HBA. Staff should 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. Fulham School is aware that if the victim is not offered support following 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 HBA cases.

### **Children missing from education**

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any Special Educational Needs and Disabilities (SEND) or certain health conditions they may have. The school recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Where possible the School will hold more than one emergency contact number for each pupil.

The school will ensure that there is a record of joiners and leavers as defined in The Education (Pupil Registration) (England) 2006.

When removing a child's name, the School will notify the Local Authority of: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the child's name is to be removed from the school register.

The School will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child's name from the school register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii) of The Education (Pupil Registration) (England) 2006.

The School will:

- Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified, that the pupil will attend the school.
- Notify the Local Authority within five days of adding a child's name to the admission register. The notification must include all the details contained in the admission register for the new pupil.
- Monitor each child's attendance through their daily register and follow the LBHF procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that the child leaves the school.
- The school will notify the Local Authority when they are about to remove a child's name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.
- Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the letter to the Elective Home Education Team / Education Welfare. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school will not remove the child from roll and will notify Education Welfare at the earliest opportunity.

For further guidance see the Missing Pupil Policy.

### **Private fostering**

LA notification when identified

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school and college staff through the normal course of their interaction, and promotion of learning activities, with children.

Where the arrangements come to the attention of the school or college (and the school or college is not involved in the arrangements), they should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. Schools and colleges who are involved (whether or not directly) in arranging for a child to be fostered privately must notify local authorities of the arrangement as soon as possible after the arrangement has been made.

Notifications must contain the information specified in Schedule 1 of The Children (Private

Arrangements for Fostering) Regulations 2005 and must be made in writing.

Comprehensive guidance on private fostering can be found here: [Private Fostering](#)

## **APPENDIX 4: INDICATORS OF ABUSE**

In addition to all the below signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm. The NSPCC website offers full information about signs of various forms of abuse.

### **1. Physical Abuse: indicators in the child**

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#### **Bruising**

- Commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- Defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- Clusters of bruises on the upper arm, outside of the thigh or on the body
- Bruises with dots of blood under the skin
- A bruised scalp and swollen eyes from hair being pulled violently
- Bruises in the shape of a hand or object

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- 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, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- 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
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

#### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely

that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- 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
- Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.
- Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

### **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

### **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

### **Fabricated or Induced Illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

### **Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

- Can be from hot liquids, hot objects, flames, chemicals or electricity
- On the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- A clear edge to the burn or scald
- Sometimes in the shape of an implement for example, a circular cigarette burn
- Multiple burns or scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, 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.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald his or her bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

### **Scars**

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

### **Behavioural presentation**

- Refusal to discuss injuries.
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact.
- Arms and legs kept covered in hot weather
- Fear of medical help.
- Aggression towards others

- Frequently absent from school.
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

## **2. Physical Abuse: indicators in the parent and family**

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- They may have injuries themselves that suggest domestic violence.
- Not seeking medical help/unexplained delay in seeking treatment.
- Reluctant to give information or mention previous injuries.
- Absent without good reason when their child is presented for treatment.
- Disinterested or undisturbed by accident or injury.
- Aggressive towards child or others.
- Unauthorised attempts to administer medication.
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties that may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.
- Marginalised or isolated by the community. History of mental health, alcohol or drug misuse or domestic History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

## **3. Emotional abuse: indicators in the child**

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- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations

- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking). Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem. Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

#### **4. Emotional Abuse: indicators in the parent and family**

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- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties that may (or may not) be associated with this form of abuse.

Parents may:

- Be emotionally unavailable, because they're not around or too tired
- Forget to offer praise and encouragement
- Expect a child to take on too much responsibility for their age, for example caring for other family members
- Be over-protective, limiting opportunities to explore, learn and make friends
- Expect a child to meet their own emotional needs
- Take out their anger and frustration on their child.

If a parent had a bad experience when they were a child or has bad role models around them now then this can affect the way they look after their own children. Some parents may find it difficult to understand why their child is behaving in a certain way, and they can react badly. For example, they might think that their baby is crying to annoy them.

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, or false allegations of physical or sexual



assault or a culture of physical chastisement.

## **5. Neglect: indicators in the child**

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Neglected children may:

- Be smelly or dirty
- Have unwashed clothes
- Have inadequate clothing, e.g. not having a winter coat
- Seem hungry or turn up to school without having breakfast or any lunch money
- Have frequent and untreated nappy rash in infants.

Physical presentation:

- Failure to thrive or, in older children, short stature
- Underweight. frequent hunger, dirty, unkempt condition. Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health. Frequent accidents or injuries

Development:

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

Emotional/behavioural presentation:

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy. Compulsive stealing. Constant tiredness
- Frequently absent or late at school. Poor self-esteem. Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour. Disturbed peer to peer relationships. Self-harming behaviour.

## **6. Neglect: indicators in the parent and family**

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- Dirty, unkempt presentation.
- Inadequately clothed.
- Inadequate social skills and poor socialisation

- Abnormal attachment to the child .e.g. anxious.
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene.
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent. Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse
- History of neglect in the family. Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

## **7. Sexual Abuse: indicators in the child**

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### Physical presentation:

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- 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

### Emotional/behavioural presentation:

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred. Depression
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own). Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct, sexually exploited or indiscriminate choice of sexual partners. Draws sexually explicit pictures
- Wetting or other regressive behaviours e.g. thumb sucking

## **8. Sexual Abuse: indicators in the parents and family**

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- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities, may (or may not) be associated with this form of abuse
- Grooming behaviour
- Parent is a sex offender
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender

## **APPENDIX 5: FEMALE GENITAL MUTILATION (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. **FGM** involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

### **Why is it carried out?**

Belief that:

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

**Is FGM legal?** FGM is internationally recognised as a violation of human rights of girls and

women. It is **illegal** in most countries including the UK.

**Circumstances and occurrences that may point to FGM happening are:**

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

**Signs that may indicate a child has undergone FGM:**

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

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action **without delay** and make a referral to children's services or to police if the circumstances come under the mandatory reporting duty for those employed or engaged to carry out 'teaching work' in the school.

## **APPENDIX 6: THE ROLE OF THE LADO**

The role of the Local Authority Designated Officer (LADO) is set out in Working Together to Safeguard Children (2018, updated December 2020) and is governed by the Authorities' duties under section 11 of the Children Act 2004 and Local Safeguarding Children Partnership Policy and Procedures.

The procedures and circumstances in which the LADO must be contacted are laid out in Section 15 of this policy: Allegations against Staff and Volunteers.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.