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## St Olave's Grammar School

### CHILD PROTECTION POLICY

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**'SAFEGUARDING CHILDREN IS EVERYONE'S RESPONSIBILITY'**

**Designated Safeguarding Lead: Rochelle Maxwell**

**Deputy Designated Safeguarding Lead: Sue Wilcox, Andrew Rees**

**Designated Governor: Safron Rose**

**Designated E-safety Co-ordinator: Rochelle Maxwell**

**Designated Teacher for Children Looked After: Rochelle Maxwell**

**Local Authority Designated Officer: Gemma Taylor ([lado@bromley.gov.uk](mailto:lado@bromley.gov.uk) or 0208 461 7669)**

Any member of staff (teaching / non-teaching) or Governors with grounds for concern about a pupil must refer the matter **immediately**, using the policy below to one of the designated teachers. In the absence of the designated teachers, initial immediate referral should be made directly to the Headteacher.

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## 1. Introduction

The governors and staff of St. Olave's fully recognise the responsibility they have for the safeguarding and protection of pupils. All governors and staff, including volunteers, have a full and active part to play in protecting children and young people from harm.

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

### The Meaning of Child Abuse

Child abuse covers four main areas:

- (i) Physical abuse - cuts, bruises, burns, fractures, bites etc.
- (ii) Neglect - chronic inattention to a child's basic needs for warmth, shelter, food and clothing.
- (iii) Emotional abuse - extreme denial of attention, security and well-being.
- (iv) Sexual abuse - the involvement of children in sexual activity or as a source of sexual stimulation for one or more adults.

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm and should always be taken seriously. They may also be indicative of any of the forms of child abuse above.

## 2. Aims

- To raise awareness of all staff, including volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring pupils known or thought to be at risk of harm.
- The school has procedures which will be followed by all staff in cases of suspected abuse.
- To develop and promote working relationships with other agencies. *See Working Together To Safeguard Children 2018.*
- To ensure that all adults who have access to pupils have been checked as to their suitability and have an appropriate Disclosure and Barring Service (DBS) check. The school will implement recruitment procedures as recommended in *Keeping children safe in education, 2020.*

## 3. Procedures

Our procedures will be in line with the Bromley Safeguarding Children Partnership (BSCP). We will ensure that:

- We have a Designated Safeguarding Lead and Deputy Designated Safeguarding Lead who will, in line with recommendations in the *Keeping children safe in education, 2020*, undertake training and refresher training at two yearly intervals. All other staff's training will be regularly updated and in addition all staff members will receive regular safeguarding and child protection updates.

- All members of staff develop their understanding of the signs and indicators of abuse or need (*Appendix 1*) and be prepared to identify children who may benefit from early help.
- All members of staff know how to respond to a pupil who discloses abuse. *Appendix 2 and 'What to do if you think a child is being abused'*.
- All staff are aware of the process of making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff will be kept up-dated on safeguarding issues and will be able to identify concerns and understand procedures to protect and safeguard pupils. Issues include: Children Missing from Care and Home, Sexually Exploited Children, Children Witnessing Domestic Violence, Young Carers, Peer on Peer abuse, Young Runaways, Forced Marriages, 'Honour Based' Violence, Female Genital Mutilation (FGM). **Teachers must personally report to the police cases where they believe that an act of FGM has been carried out (in addition to liaising with the Designated Safeguarding Lead).** See *Appendix 6 - Female Genital Mutilation*.
- All members of staff are aware of any immediate/urgent action required to assist the pupil, e.g. emergency medical treatment.
- All parents/carers will have access to the School's Child Protection/Safeguarding Procedures via the School website. (Paper copies can be obtained on request).
- All staff are responsible for reporting concerns regarding a colleague's behaviour. See *Whistle-blowing Policy*.
- The School's procedures will be annually reviewed and up-dated.
- All staff will have seen a copy of this policy and new staff will be given a copy as part of their induction programme.
- Governors will receive regular reports about numbers of child protection referrals, allegations against school staff and other child protection/safeguarding matters.

#### 4. Responsibilities

The Designated Safeguarding Leads are responsible for:

- Adhering to the *London Child Protection Procedures and Practice Guidance 2018, Bromley Safeguarding Children Partnership (BSCP) and School policies* with regard to referring a pupil if there are concerns about possible abuse. See *Appendix Three – checklist for Recording*.
- Keeping written records of concerns about a pupil even if there is no need to make an immediate referral.
- Ensuring all records are kept confidentially and securely and are separate from pupil records.
- Ensuring that the following procedures are carried out for any pupil subject to a Child Protection Plan. On day **one** of any absence from school a trained member of staff will telephone the home. If there is no reply from the home and/or there are concerns for the child's wellbeing Social Care,

and Education Welfare should be contacted. *See London Safeguarding Children Board Practice guidance.*

## 5. Supporting Children

- We recognise that any child might benefit from early help, but are particularly alert if a child is:
  - Disabled and has specific additional needs;
  - Has special educational needs;
  - Is a young carer;
  - Is frequently missing/ goes missing from care or home;
  - Is misusing drugs or alcohol;
  - Is in a family circumstance presenting challenges for a child;
  - Has returned home to their family from care
- We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.
- 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.
- We recognise that a pupil who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a pupil in these circumstances may feel helpless and humiliated. We recognise that a pupil may feel self-blame.
- We recognise that the school may provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Support will be given to all pupils by:

- Encouraging self-esteem and self-assertiveness while not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Support other agencies and professionals in an early help assessment, keep these cases under review, and consider referring to social care if the child's situation does not appear to be improving or is getting worse.
- Liaising and working together with all other support services and those agencies involved with the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded to the pupil's new school under confidential cover.

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are always listened to.
- Ensure all pupils know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE and Citizenship which equip pupils with the skills they need to stay safe from harm and to know whom they should turn to for help.

## **6. Confidentiality**

- We recognise that all matters relating to Child Protection are confidential.
- The Headteacher or the Designated Teachers will disclose any information about a pupil to other staff on a 'need to know' basis only.
- All staff must be aware that they have a professional responsibility to disclose information with other agencies in order to safeguard pupils.
- All staff must be aware that they cannot promise a pupil to keep secrets.
- The School keeps clear records. Written records must be kept in a separate confidential file which is locked in a filing cabinet in the Deputy Designated Safeguarding Lead's Office (the Headteacher has a spare key).

## **7. Supporting Staff**

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

## **8. Allegations Against Staff**

- We understand that a pupil may make an allegation against a member of staff (including supply staff and volunteers)
- If such an allegation is made, the member of staff receiving the allegation will a) take the allegation seriously b) ensure the pupil is safe and supported and c) inform the Headteacher as soon as possible. The member of staff should then accurately record what they have been informed/observed.
- The Headteacher, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- If an allegation is made against the Headteacher then the Chair of Governors must be informed and they will then discuss the allegation with the Local Authority Designated Officer.

- The School will follow both the London and Bromley's Safeguarding Children Partnership protocols for managing allegations. *Circular 095/07, Safeguarding Children and Safer Recruitment in Education (Chapter 5) and the London Child Protection Procedures and Practice Guidance 2018.*

## **9. Allegations Against Other Children**

- We understand that a child may make an allegation against other children and that peer on peer abuse can manifest itself in many ways e.g. sexting, bullying (including cyberbullying). See Appendix 8 and 9.
- If such an allegation is made, the member of staff receiving the allegation will a) take the allegation seriously b) ensure each child is safe and supported and c) inform the Designated Safeguarding Lead as soon as possible. The member of staff should then accurately record what they have been informed/observed. See Appendix 8.

## **10. Safer Recruitment**

- The School will implement their responsibilities for safer recruitment strategies as recommended in *Keeping children safe in education, 2020.*
- This will include appropriate training for the Headteacher and others who recruit and select staff and volunteers. These staff will attend the NCTL Safer Recruitment training.
- As part of the Safer Recruitment process all staff being offered positions within the School should have their offers made subject to DBS check.
- These checks should be renewed every three years.
- The School will maintain a single central record of pre-appointment checks, referred to in the Regulations as the register. The single central record will cover all staff who work at the school.

## **11. Extremism and Radicalisation**

- The School will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will ensure that pupil is offered mentoring.
- In such instances the School will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.
- All staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. *Appendix 5.*
- All staff are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, or Headteacher, including any harm through extremism or radicalisation.

- The Designated Safeguarding Lead can decide to notify the Channel/Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and the school will review the situation after taking appropriate action to address the concerns.

**Channel/MASH contact - Peter Sibley, [peter.sibley@bromley.gov.uk](mailto:peter.sibley@bromley.gov.uk) or 0208 313 4638**

## **12. Child Exploitation (CSE)**

- Child sexual exploitation is a form of child sexual abuse.
- It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and /or (b) for the financial advantage or increased status of the perpetrator or facilitator.
- Child exploitation does not always have to involve physical contact, it can also occur through the use of technology.
- The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
- Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity.
- Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the Designated Safeguarding Lead and MASH or the police may be contacted.
- The school is aware that a child is often not able to recognise the coercive nature of the abuse and does not see themselves as a victim.
- Victims can be exploited even when activity appears to be consensual
- It can happen online as well as in person
- Staff must act on their concerns as they would any other form of abuse.

## **13. Child Criminal Exploitation and Gangs**

- 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.
- Teenagers can be particularly vulnerable to recruitment into gangs and gang violence.
- This vulnerability may be exacerbated by risk factors in an individual's background.
- Any concerns that a child is at risk of being criminally exploited will be passed without delay to the Designated Safeguarding Lead.
- A referral to MASH will be made when any concern of harm to a child as a consequence of gang activity becomes known.



#### **14. Children Looked After and Previously Children Looked After**

The most common reason for a child becoming looked after is as a result of abuse and neglect. Appropriate staff have information about a child's looked after legal status and care arrangements. The designated teacher and governor for children looked after will have the appropriate level of training to equip them with the knowledge and skills to undertake their role.

The designated teacher for children looked after have details of the child's social worker and the name and contact details of the Head of Virtual School. The designated teacher for Children looked after and Children previously looked after will work in partnership with the Virtual School to discuss how Pupil Premium Plus funding can be best used to support the progress of children looked after in the school and meet the needs of the child's within their personal education plan.

#### **15. Children Missing in 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 they may have. The school recognises that children that are missing in education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming not in education, employment or training.

- Where possible the school will hold more than one emergency contact number for each pupil.
- When removing a child's name, the school will notify the Local Authority.
- The school will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority.

#### **16. Pupils Missing Out of Education**

Some children require an alternative education or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing this may have additional vulnerabilities.

- The school will gain consent (if required in statute) from parents to put in place alternative provision and /or reduced or modified timetable.
- The school will review the provision and monitor and track the children attending the alternative provision to ensure that it meets the needs of the child.
- The school will report to governors any formal direction of a pupil to alternative provision to improve behaviour.
- The school leadership will report to governors information regarding the use and effectiveness of alternative provision and modified timetables.

## **17. Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled.

- Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- School is aware safeguarding concerns have been raised in some cases. All staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify the LADO.

## **18. Mental Health**

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy.
- Relationships and Sex Education and Health Education is compulsory from September 2020 and includes education around mental health

## **19. Making A Child Protection Referral**

St. Olave's selects pupils from a wide catchment area. When making a referral the Designated Teachers will contact the Referral and Assessment Team of the London Borough or County where the pupil lives.

## **Bromley Referral and Assessment Team**

Civic Centre, Stockwell Close, Bromley, BR1 3UH

Email: [mash@bromley.gov.uk](mailto:mash@bromley.gov.uk)

Telephone: 020 8461 7373 / 7379 / 7404 / 7309 / 7026

- Seek advice from the Duty Social Worker if you are unsure whether to make a referral.
- All referrals should be sent in writing using the multi-agency referral form (CAF). The exception is in the case of urgent child protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24 hours).

The following information will normally be required (as found on SIMS):

- the child's name, date of birth, address and detail of other family or household members;
  - the name of the General Practitioner;
  - the ethnic origin of the child and family, and language spoken;
  - any special needs of the child/family members;
  - detail of the concern;
  - the child's past and current circumstances and behaviour;
  - details of agencies known to be involved.
- The Designated Teacher, or Headteacher, and Social Care will agree who will contact the child's parents.
  - Any referral made by the Designated Teacher, or Headteacher, by telephone must be confirmed in writing within 48 hours. Social Care should acknowledge the referral within one working day of receiving it. If this does not happen, one of the Designated Teachers will contact Social Care again.

## **Bromley Emergency Duty Team**

5.00pm and 8.30am Monday to Friday and weekends

Telephone: 0300 303 8671

## **Bromley Safeguarding**

St Blaise, Room B40a, Civic Centre, Stockwell Close, Bromley BR1 3UH

Telephone: 020 8461 7816

## **NSPCC Whistleblowing helpline**

Telephone: 0800 028 0285

## **20. Online Safety**

The School has appropriate filters and monitoring systems in place, and is careful that "over-blocking" does not take place, which may lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

## **21. Common Assessment Framework**

The CAF is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for pupils with additional needs.

You might use a CAF:

- If you are concerned about how a pupil is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing.
- You receive a request from the pupil or parent/carer for more support.
- You are concerned about the pupil's appearance or behaviour, but their needs are unclear or are broader than your service can address.
- You want to use the CAF to help you identify the needs of the pupil and/or to pool knowledge and expertise with other agencies to support the pupil better.

*Please refer to the [Bromley Safeguarding Thresholds Guidance](#).*

## **22. Case Conferences**

- If invited to a Child Protection Case Conference staff will be given priority to attend.
- A full report should be taken to the Conference or sent (if unavoidably unable to attend). *See Appendix Four*

Please also refer to the School's policies on:

- Behaviour
- Attendance
- Health and Safety
- Confidentiality
- Bereavement
- Anti-Bullying
- Cyber-Bullying

## **APPENDIX ONE**

### **DEFINITIONS OF CHILD ABUSE AND NEGLECT**

Whenever a concern is raised that a child may be being harmed in one or more of the following ways:

#### **Physical abuse**

Physical abuse 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**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 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, though it may occur alone.

## **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

## **Neglect**

Neglect is 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),
- ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm and should always be taken seriously. They may also be indicative of any of the forms of child abuse above. Please refer concerns or disclosures of suicide / self-harm attempts or threats immediately to the designated teachers.

## APPENDIX TWO

### WHAT TO DO WHEN A CHILD DISCLOSES ABUSE

- Stay calm and reassuring
- Arrange a time and place to talk privately immediately after the child has initiated contact
- Explain that you cannot promise to keep what the child tells you a secret – (you may have to contact a social worker or the police)
- Don't make any other promises to the child - the situation may cause you to react emotionally
- Listen and reassure
- **Do not press for details** - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.
- Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.
- As soon as possible afterwards, record your conversation with the child. Remember the child's exact words. Record your own statements to the child
- **Refer to one of the Designated Teachers or the Headteacher immediately.**

**Note:** A wide range of situations can fall into the category of "disclosure". Because it is impossible to know in advance what a child will say, it is advisable to always follow these suggestions.

Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience.

## **APPENDIX THREE**

### **CHILD PROTECTION PROCEDURES PHYSICAL INJURY TO CHILDREN**

#### **Checklist for Recording**

- When you notice an injury to a child which needs to be recorded, try to record the following information in respect of each mark:
  
- Exact position of injury on the body, e.g. upper outer arm/left cheek
  
- Size of injury - in approximate centimetres or inches (or use indicators e.g. size of one pence coin, etc.)
  
- Approximate shape of injury, e.g. round/square or straight line
  
- Colour of injury - if more than one colour, say so
  
- Is the skin broken?
  
- Is there any swelling at the site of the injury, or elsewhere?
  
- Is there a scab/any blistering/any bleeding?
  
- Is the injury clean or is there grit/fluff, etc.?
  
- Is mobility restricted as a result of the injury?
  
- Does the site of the injury feel hot/does the child feel hot?
  
- Does the child feel pain?



**Note:** Do not attempt to guess at things beyond your own field of expertise, e.g. age of injury.

Only record visible injuries; do not strip children. If the child is injured Children's Social Care will arrange for a Child Protection Medical.

**Also record**

- Explanation for the injury:

Child (use child's own words)

Adult

- General appearance of the child:

Clothing

Hygiene

- Child's attitude/demeanour

- Parent's attitude

- Action taken/proposed

In your view, does the child need treatment?

- Your name, designation, agency, telephone number

- Date and time of your observation

**APPENDIX FOUR**

**FORMAT FOR REPORT FOR A CHILD PROTECTION CONFERENCE**

**BROMLEY MULTI-AGENCY CHILD PROTECTION CONFERENCE  
REPORT TEMPLATE**

<b>Agency details</b>	
<b>Professionals Name</b>	
<b>Job Title</b>	
<b>Agency Name</b>	
<b>E-mail address</b>	
<b>Telephone Number</b>	

<b>Child/ren's information</b>		
<b>Name</b>	<b>NHS Number</b>	<b>Date of Birth</b>

<b>Parent/ Carer and significant family or household members information</b>		
<b>Name</b>	<b>Date of Birth</b>	<b>Relationship</b>

<b>Overview of your agency's involvement with child/ren and family</b>
--

<p><b>Include factors relevant to your service such as:</b></p> <ul style="list-style-type: none"> <li>• purpose for your involvement</li> <li>• level of engagement and attendance</li> <li>• services or care provided</li> <li>• difficulties or challenges</li> <li>• referrals to other services</li> <li>• progress to date</li> <li>• duration of involvement</li> <li>• any actions outstanding</li> </ul>	
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**Current Risks or Concerns (if yes please state below)**

Are there any current risks or concerns?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Include what factors you consider to pose risk of significant harm or increase the risk of harm to the child/ren?</p>			

**Historic or Complicating Factors (if yes please state below)**

Are there any historic or complicating factors?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Include any previous history of concerns within the family, anything that might get in the way of resolving current risks and any previous involvement with your agency.</p>			

**Safety / Protective Factors (if yes please state below)**

Are there any safety/ protective factors?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Factors that you believe reduce the risks of harm to the child/ren or help to ensure safety.</p>			

**Strengths / Positives (if yes please state below)**

Are there any strengths/ positives?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
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<p>Features of family life and parenting that have a positive effect on the child/ren's lives. Anything the parents/carers are doing well and if they were not, would be considered a risk factor.</p>	
<p><b>Grey Areas</b> (if yes please state below)</p>	
<p>Are there any grey areas? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>This should incorporate any areas that are unclear or may be of potential concern for the child/ren but require further time, clarity, or assessment.</p>	

**Chronology**  
 To insert a new row go to the menu bar, click on TABLE, then INSERT and select ROWS BELOW.

Date of incident, injury or significant event	Type of event e.g. Birth, death, ICPC, Assessment	Details and outcome i.e. what happened as a result of the event e.g. child remained in hospital following premature birth, Father arrested following DV incident, child excluded from school, Child in Need Plan put in place.	Name of child/ren to whom events apply (if not all)	Source of information e.g. police , other local Authority file, School etc

**What do you believe to be the likely outcome for the child/ren if their current situation continues?**

**What changes would you need to see in the family to assure you that the risk of harm to the child/ren is sufficiently reduced?**

**What can your agency contribute to a plan to keep the child/ren safe?**

**Any other relevant information**

	Yes	No
<b>Has this report been seen by they parents/ carers?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Has this report been seen by the child/ren/ young people?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**What are the views of the parents/ carers and/or chid/ren/ young people on this report?**

**Report completed by:**

## **APPENDIX FIVE**

### **Indicators of Vulnerability to Radicalisation**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.



## **APPENDIX SIX**

### **Female Genital Mutilation**

#### **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.

#### **What is FGM?**

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

4 types of procedure:

- Type 1            Clitoridectomy – partial/total removal of clitoris.
- Type 2            Excision – partial/total removal of clitoris and labia minora.
- Type 3            Infibulation – entrance to vagina is narrowed by repositioning the inner/outer labia.
- Type 4            All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

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

Belief that:

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

### **Is FGM legal?**

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

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

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani).
- 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 follow safeguarding procedures and call the relevant MASH team. Staff may only have one chance to speak to a potential victim and thus may only have one chance to save a life. Contact with relevant support agencies need to be made.

### **'Honour Based' Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

***APPENDIX SEVEN***

**Forced Marriage**

**Forced Marriage (FM)**

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: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

## **APPENDIX EIGHT**

### **Peer on Peer Abuse**

#### **Peer on Peer Abuse**

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. Reports of sexual violence and sexual harassment are extremely complex to manage. The victims must be protected and offered appropriate support. Children are capable of abusing their peers and this will be dealt with in line with Keeping children safe in education 2020. Sexual violence and sexual harassment is not acceptable. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Upskirting is illegal and is a form of peer on peer abuse and can occur towards any gender.

We will minimise the risk by:

- Taking a whole school approach to safeguarding and child protection
- Provide training to staff
- Provide a clear set of values and standards
- Engaging with specialist support and interventions

Responding to reports of sexual violence and sexual harassment

- Children making a report will be taken seriously, kept safe and be well supported
- Staff taking the report will inform the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately
- Staff taking a report will never promise confidentiality
- Parents or carers will usually be informed
- If a child is at risk of harm a referral to MASH will be made

A risk assessment will be carried out. When determining action the Designated Safeguarding Lead will consider:

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

The Designated Safeguarding Lead will:

- Manage internally
- Early Help intervention
- Refer to MASH
- Report to the police

Ongoing response:

- The Designated Safeguarding Lead will ensure the risk assessment is reviewed regularly
- Where there is a criminal investigation into rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim
- The Designated Safeguarding Lead will consider how to best keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate
- Where a criminal investigation leads to a conviction the school will, if it has not already done so, consider any suitable sanction
- The victim, alleged perpetrator and any other affected children and adults will receive appropriate support

Physical Abuse

- While the focus of peer on peer abuse is around sexual abuse and harassment, physical assaults can also be abusive.
- The principles of the anti-bullying policy will be applied in these cases.

**APPENDIX NINE**

**Youth Produced Sexual Imagery (sexting)**

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. Cases where sexual imagery 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 sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving a youth produced sexual imagery they should follow the child protection procedures and refer to the Designated Safeguarding Lead 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 must not view, copy or print the youth produced sexual imagery.

Parents should be informed at an early stage and involved in the process. If there is a concern the child has been harmed or is at risk of harm a referral to MASH should be made.

Immediate referral 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
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development or are violent.
- The imagery involves sexual acts
- The imagery involves anyone aged 12 or under
- There is reason to believe the child is at immediate risk of harm owing to the sharing of the imagery

If none of the above apply then the Designated Safeguarding Lead will consider if:

- There is sufficient age difference between the sender / receiver
- There is any coercion or encouragement beyond the sender / receiver
- The imagery was shared and received with the knowledge of the child in the imagery
- The child is vulnerable
- The image is of a severe or extreme nature
- The child understands consent
- The situation is isolated
- The child has been involved in similar incidents before



**APPENDIX TEN**

**Indicators of Vulnerability to Serious Violent Crime**

Staff should be aware of the following indicators of serious violent crime and report to the DSL as appropriate:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

## **APPENDIX ELEVEN**

### **COVID 19 Update**

School recognises COVID 19 presents the school community with numerous challenges. Staff and volunteers are aware that this difficult time potentially puts all children at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing they should be aware of before the child returns. The DSL (and deputy) will be given more time if required to support staff and children regarding new concerns as more children return to school. Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

- Governors and staff are aware if they have any concerns about a pupil they should continue to inform the Safeguarding Team
- Governors and staff know to act immediately on any safeguarding concerns
- School remains committed to working with and supporting pupils' social workers and the Local Authority Virtual School Head for Looked-After and previously Looked-After children
- Pupils are aware of the dangers of peer on peer abuse. Pupils know concerns can be reported to any member of staff but with a particular emphasis in making contact with the Form Tutor, Head of Year, or the Safeguarding Team. This can be done through email
- Staff should continue to follow the Whistleblowing policy if they have concerns about a member of staff who may pose a safeguarding risk to children
- School recognises staff may identify new safeguarding concerns about individual pupils as they see them in person following partial school closure

- Staff who have any concerns should make the DSL or Deputy aware immediately. If that is not possible all staff are aware they can report the concern to the relevant external agency
- School has regularly made contact with parents and offered pastoral support, asking parents and pupils to make School aware of any concerns
- Advice is available on the website and given directly to students about how to stay safe online. This will continue to be shared as School partially opens to some pupils
- Staff have continued to record accurately communication with parents and students and this information is stored centrally

### **Designated Safeguarding Lead**

- The DSL or deputies will be available in school
- All staff have access to the DSL or deputy and know how to speak to them

### **Vulnerable children**

- Ensuring vulnerable pupils remain protected is a top priority for our school. Vulnerable children include those who have a social worker and those children with EHC plan
- Staff will continue to work with and support children's social workers to help protect vulnerable children