North Westminster Federation

Working Together to Grow Our Future

Child Protection and Safeguarding Policy

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Approved by:	Governing Board	**Date:** September 2025
Next review due by:	September 2026	

1 Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and 2011, and in line with government publications: Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if you are Worried a Child is Being Abused' 2015. The guidance reflects, both *Keeping Children Safe in Education* (KCSiE), the *London Child Protection Procedures*[1] and the guidance in *Prevent Duty*.

1.2 This policy also meets the requirements relating to safeguarding and welfare in the Statutory Framework for the Early Years Foundation Stage 2018, Multi-Agency Statutory Guidance for Female Genital Mutilation 2016, the Rehabilitation of Offenders Act 1974, Safeguarding Vulnerable Groups Act 2006 and the School Staffing (England) Regulations 2009.

1.3 The Governing board takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess, and support those children who are suffering harm.

1.4 The Governing Body are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements.

1.5 We recognise that all adults, including temporary staff[2], volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. **In short, safeguarding is everyone's responsibility.**

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

1.7 The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting immediately possible cases of abuse (See Appendix 1 – Recognising Signs of Abuse and Appendix 2 - Identification of Domestic Abuse Cases: Children and Young Person Living With Domestic Abuse).
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the federation, contribute to assessments of need and support packages for those children.
- To ensure that all staff are confident and competent in the use of our Child Protection Online Management System (CPOMS).
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the federation which will be followed by all members of the federation community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all staff working within our federation who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications,

[1] The London Child Protection Procedures are available online at http://www.londoncp.co.uk/

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

and a satisfactory DBS (Disclosure and barring service) check (according to guidance)[3], and a central record is kept for audit.

2 Equality Statement

2.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

2.2 We give special consideration to children who:

- Have special educational needs or disabilities.
- Are young carers.
- May experience discrimination due to characteristics such as those protected by the Equalities Act 2010.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM (female genital mutilation), sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers or refugees.

3 Safe School, Safe Staff

3.1 We will ensure that:

- there is a Child Protection policy together with a staff behaviour (code of conduct) policy;
- the federation operates safer recruitment [4]procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- as part of the shortlisting process for new staff, a digital screening process including an online search will be undertaken as part of the pre-recruitment checks;
- when recruiting staff the federation follows the Local Authority Recruitment Policy to ensure that new appointment as made safely;
- the federation has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
- a senior leader has Designated Safeguarding Lead (DSL) responsibility;
- on appointment, the DSLs undertake 'New to Role' training and interagency training which is updated every two years with an 'update' course annually;
- all other staff have Safeguarding training updated annually;
- any weaknesses in Child Protection are remedied immediately;
- any incidents occurring when a third party, for example external agencies, uses/visits school's premises as with all safeguarding allegations, the school's safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO) are followed;
- Governing bodies should ensure that all governors receive appropriate safeguarding and child protection training;

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

[4] North Westminster Federation Safer Recruitment Policy

- a member of the Governing board (not parent) is nominated to liaise with the LA (Local Authority) on Child Protection issues[5] and in the event of an allegation of abuse made against the Executive Headteacher;
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the federation website or by other means;
- the Governing board considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues;
- through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).

3.2 The DSLs team are:

3.2.1 For Hallfield Primary School: Lead DSLs are Nabila El Ahmadi (Welfare Officer) and Gina Frascogna (Assistant Head for inclusion/Senco). The Deputy DSL is Feben Ghirmay (Assistant Head for Standards).

3.2.1.1 For Essendine Primary School: Lead DSLs are Nairuz Briech (Welfare Officer) and Julia Robinson (Assistant head of Inclusion/Senco). The Deputy DSL is Lisa Mafrica Head of school).

3.2.1.2 These officers have undertaken the compulsory training delivered through the LSCB (Local Children's safeguarding Board-2 days), or by an approved external training provider, and, upon appointment will undertake 'DSL New to Role' training followed by biannual updates.

3.2.2 The DSLs who are involved in recruitment and at least one member of the Governing board will also complete Safer Recruitment Training to be renewed every 5 years.

3.3 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the federation safeguarding statement so that they know who to discuss a concern with.

3.4 All members of staff are trained in and receive regular updates in e-safety and reporting concerns. (See Appendix 3 – 'What to do if you have an E-Safety concern).

3.5 All other staff and governors, have child protection awareness training, updated by the DSLs as appropriate, to maintain their understanding of the signs and indicators of abuse.

3.6 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.

3.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the federation's Child Protection Policy, and reference to it in our Handbook.

3.8 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

3.9 Community users organising activities for children are aware of the federation's child protection guidelines and procedures.

3.10 We will ensure that child protection type concerns or allegations against adults working in the federation are referred to the LADO[6] (Local Authority Designated Officer) for advice, and that any

[5] Elaine Campbell, Bi-borough Safeguarding Lead for Schools & Education Settings, contacts: 07712 236 508| elaine.campbell@rbkc.gov.uk

[6] LADO Local Authority Designated Officer for allegations against staff. Westminster LADO contact: 020 7641 7668 and ask to speak to the Duty Child Protection Advisor or email lado@westminster.gov.uk

member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)[7] for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

3.11 Our procedures will be regularly reviewed and up-dated.

3.12 The name of the designated members of staff for Child Protection, the Designated Child Protection Officers, will be clearly advertised in the federation, with a statement explaining the federation's role in referring and monitoring cases of suspected abuse.

3.13 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the federation.

3.14 The policy is available publicly either on the federation website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website.

4 Responsibilities

4.1 The DSLs are responsible (See Appendix 4 – DSL Job Description) for:

- Referring a child if there are concerns about possible abuse, to the Children's Services Access Team[8], and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, using e-mail, following a telephone call.
- In the case of a Section 47 Assessment involving the Police, The Welfare Team will ensure there is an appropriate adult present with the child during any questioning.
- Keeping accurate detailed written records of all concerns about a child even if there is no need to make an immediate referral.
- Ensure all notes are kept on CPOMS and relevant staff are alerted to these.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school.
- Ensuring that an indication of the existence of the additional file in 3.1 third bullet point is marked on the pupil records.
- Liaising with other agencies and professionals. These will comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children.
- Ensuring that either they or the Deputy DSL attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training every year, for all federation staff.
- Providing, with the Executive Headteacher, an annual report for the Governing board, detailing any changes to the policy and procedures; training undertaken by the DSL, by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).
- In conjunction with the School Business Manager, the DLS will take lead responsibility for understanding the filtering and monitoring systems and processes in place and reviewing and updating the Federation Website Filtering & Monitoring Policy[9].

[7] Contact the LADO for guidance in any case

[8] All new referrals go to the Access Team 020 7641 4000 operating 9.00am to 5.00pm. accesstochildrensservices@westminster.gov.uk

[9] North Westminster Federation Website Filtering & Monitoring Policy

4.2 A DSL or, DDSL will also ensure that appropriate referrals are made to **The Early Help Assessment** S**ervice** who focus on families with complex needs that may not meet the harm threshold. Referrals for this service will go through the social care 'front door'. Referrals will be accepted by Early Help where a universal assessment has been completed by the referrer or other agency, and there is evidence that work has been undertaken to intervene with the family. The Westminster Early Help team will work with families where it is clear that without a service those families would become the subject of a statutory intervention.

5 Supporting Children

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

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

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

5.4 Our federation will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the federation and consider that children can be subject to harm outside of their home.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- All staff should report any safeguarding concerns onto CPOMs, in a timely manner and call the DSL or Deputy DSL if they have a significant concern.
- DSL/Deputy DSL to keep detailed accurate records of all concerns, discussions, and decisions made including rationale for referrals made.
- All staff should be aware that children may not directly disclose their experience of abuse, and staff should report any conversations of concern they hear or, changes in the child's behaviour.
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Ensuring all staff are made aware through regular training that children with special educational needs and disabilities (SEND) are potentially more likely vulnerable to be abused or neglected. The federation keeps a register of children with SEND and ensures the Special Educational Needs Co-ordinator who oversees these children is made aware of any children where a concern has been flagged.
- Clear systems in place for identifying SEMH (Social, Emotional and Mental Health) needs with a clear referral routes to other agencies if needed.
- Teaching safeguarding in PHSE (Personal, Health and Social Education), RSE, RHSE (Relationship and Sex Education), E Safety and protective behaviours.
- All staff receive annual training in child protection and safeguarding, including: E Safety and Prevent.

6 Confidentiality

6.1 We recognise that all matters relating to child protection are confidential.

6.2 The Executive Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only[8]

6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

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

6.5 We will always undertake to share our intention to refer a child to Social Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with a Team Manager at the Children's Services on this point.

6.6 When children leave school, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the new term to allow the new school or college to have support in place when the child arrives.

7 Supporting Staff

7.1 We recognise that staff working in the federation who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

8 Allegations Against Staff

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

8.2 All Staff should be aware of the federation's own Behaviour Management policy.

8.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[10]

8.4 We understand that a pupil may make an allegation against a member of staff.

8.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Executive Headteacher[11].

8.6 The Executive Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)[12]

[10] Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

[11] or Chair of Governors in the event of an allegation against the Executive Headteacher

[12] LADO 020 7641 6108

8.7 If the allegation made to a member of staff concerns the Executive Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 8.6 above, without notifying the Executive Headteacher first.

8.8 The federation will follow the LA procedures for managing allegations against staff. Including temporary, volunteers and students. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

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

8.10 In the event of an allegation against the Executive Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 8.8 above.

8.11 A Mobile Phone Policy is in place giving staff and volunteers advice on the safe use of telecommunication devices and cameras. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

8.12 If a report of an allegation of a member of staff is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report or allegation is shown to be deliberately invented or malicious, the federation will consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

8.13 Low-Level Concerns

Concerns and allegations that don't meet the harm threshold should still be monitored and reported to the DSL, Deputy DSL or, if there is a concern about the DSL then it should be reported to the Executive Headteacher.

A low-level concern is any concern that an adult has acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Does not meet the allegations threshold or is not considered serious enough to refer to the LADO e.g. being overly friendly with children, having favourites, taking photos of children on their mobile phone, engaging with a child one-to-one in a secluded area or behind a closed door and using inappropriate sexualised, intimidating, or offensive language.
- The DSL or Deputy will record, all low-level concerns. Records will include: details of the concern, how the concern arose and what actions were taken. These records will be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

9 Whistle-blowing

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

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the federation, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.

9.3 Whistle-blowing regarding the Executive Headteacher should be made to the Chair of the Governing board whose contact details are readily available to staff.

9.4 The NSPCC whistle-blowing helpline number is 0800 028 0285 and will also be displayed in the staffroom.

10 Physical Intervention

10.1 The federation has a Physical Intervention and Restraint Policy which has been developed in accordance with the advice for headteachers, staff and governors from the Department for Education 'The Use of Force to Control or Restrain Pupils' July 2013.

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

10.3 Such events should be recorded and signed by a witness.

10.4 Key members of staff will be appropriately trained following guidance from MAYBO (reduce the risk of behaviours of concern and workplace violence through the provision of engaging, outcome-focused training programmes) should the need for physical intervention arise.

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

10.6 We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance and the Intimate Care Policy to ensure they are clear about their professional boundary.[13]

10.7 We have separate guidance contained within our Child on Child Abuse Policy

11 Anti-Bullying and Child on Child Abuse

11.1 Our federation policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms of bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

11.2 Our federation recognises the seriousness of child on child abuse and has a Child on child Abuse policy to advise all staff. At the Federation we have a zero-tolerance approach to Child on child Abuse and that we should have an attitude that, 'it could happen here'.

12 Racist Incidents

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

13 Prevention

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

13.2 The federation community will therefore:

[13] *The Use of Reasonable Force*, DfE July 2013

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is an adult in the federation whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of federation guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

14 Domestic Abuse

14.1 The Home Office definition of Domestic Abuse is as follows:

'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Children are victims of domestic abuse where they witness, hear or experience the effects of abuse and/or suffer domestic abuse in their own intimate relationships. All of which can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely by others. Abuse can also take place online or technology can be used to facilitate offline abuse.

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

14.2 Coercive Control has become a crime in 2015 and is included in the Serious Crime Act 2015:

Person A commits an offence if:

a) A repeatedly or continuously engages in behaviour towards another person (B) that is controlling or coercive,
b) at the time of the behaviour, A and B are personally connected,
c) the behaviour has a serious effect on B, and
d) A knows or ought to know that the behaviour will have a serious effect on B.

A's behaviour has a "serious effect" on B if:

a) it causes B to fear, on at least two occasions, that violence will be used against B, or
b) it causes B serious alarm or distress which has a substantial adverse effect on B's usual day-to-day activities (www.legislation.gov.uk).

14.3 The definition of domestic abuse, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

14.4 Whilst the definition of domestic abuse includes only those of age 16 and above, young people below this age threshold may start forming intimate relationships and experience domestic abuse from their boyfriends and girlfriends. In recognition of this, some specialist domestic abuse services will offer support to young people at the age of 13 and above.

15 Preventing Radicalisation

15.1 Radicalisation refers to the process of a person legitimising support for, or use of terrorist violence.

15.2 We recognise that children may be susceptible to radicalisation into terrorism and safeguarding against radicalisation is no different from safeguarding against any other vulnerability. Staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

15.3 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.

15.4 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.

15.5 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.

15.6 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. 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.

15.7 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 deputy) making a Prevent referral. The school's designated safeguarding lead (and any deputies) are aware of local procedures for making a Prevent referral.

15.8 Guidance from DfE has been taken for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their school.

15.9 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

15.10 Extremism is defined as the holding of extreme political or religious views. The Board of Governors has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

15.11 Staff must be fully engaged in being vigilant about radicalisation; that they overcome any disbelief that such issues will not happen at the schools and ensure that they work alongside other professional bodies and agencies to ensure that pupils and staff are safe from harm.

15.12 The principle objectives are that:

- Pupils are encouraged to adopt and live out the federation's core values of Respect. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional, aspects of learning) assemblies and through the elected School Council members.
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

15.13 The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy PREVENT[14]. This strategy is based on four areas of work:

Pursue - To stop terrorist attacks
Prevent - To stop people becoming terrorists or supporting terror
Protect - To strengthen our protection against a terrorist attack
Prepare - To mitigate the impact of a terrorist attack

15.14 Our role, as a federation, will be concerned with PREVENTION and is outlined more in a toolkit to help schools contribute to the prevention of extremism.

[14] Prevent Westminster: Julie Knotts, Prevent Education Officer |07790 980 223| jknotts@westminster.gov.uk

15.15 Opportunities will be used to teach safeguarding in the relationship and sexual health education (RSHE) curriculum. This will support children to prepare for a life in modern Britain. This will be taught in regularly timetabled lesson and reinforced throughout the whole curriculum.

16 So-called Honour Based Violence

16.1 Honour based violence, where it affects children and young people, is a child protection issue. It is an abuse of human rights. Children and young people who suffer Honour Based Violence are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases they are also at risk of being killed.

16.2 Honour based violence is defined as a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community.' (ACPO -Association of Chief Police Officers and CPS -crown prosecution service) (2008) The challenges for services include developing responses that keep people safe and hold perpetrators to account without stereotyping, stigmatising or making assumptions about any given individual or community. Women and girls are predominantly the targets but not exclusively.

16.3 It is important that staff are vigilant with regards to recognising the signs and the risks of honour-based violence, which may include:

- Children may truant to avoid family and relatives knowing where they are.
- Children may be isolated, depressed and there may be concerns about self-harming behaviour.
- Families may continue to feel 'shame' and the risks may transfer to children or siblings.
- Children may be excessively restricted in their movements; grounded permanently.
- Denial of access to internet, phones, friends, passport.
- Children may be stopped from seeing their mother.

16.4 Possible reasons and explanations identified as to why honour-based violence may take place, include:

- In order to protect family 'honour'.
- To control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual or transgender).
- As a response to family, community or peer group pressure.
- To strengthen family links.
- To protect perceived cultural and/or religious ideals.
- To retain wealth, property or land within the family.
- To prevent unsuitable relationships.
- To assist claims for residence and citizenship in the UK.
- In response to perceived immoral behaviour e.g. make-up or dress; use of mobile phone; inter-faith relationships.

16.5 When responding to or referring a concern, where a child or young person discloses fear of honour-based violence professionals in all agencies should:

- Take the disclosure seriously and act on it.
- Refer to Children's Social Care & the Police promptly.

16.6 Following a concern the federation must ensure that under no circumstances the following should happen:

- Let the family or social network know about the disclosure.
- Speak to the child in front of family members.
- Approach the family or community leaders or attempt mediation.
- Use members of the community to interpret.
- Accidentally give out information which might jeopardise the child or young person's safety.
- Caution is required about how information is recorded and shielded within the organisation.

16.7 A Strategy Discussion meeting must be arranged within two working days. The meeting should be a multi-agency meeting and a legal advisor should be invited. Any investigation will be in accordance with the Section 47 Joint Investigation Team Protocol.

17 Forced Marriage

17.1 A forced marriage is a marriage in which a person does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. New laws which came into effect in 2023, also criminalises any conduct aimed at causing a child to marry before the age of 18, irrespective of the use of violence or coercion. This includes non-binding, unofficial 'marriages' in addition to legal marriages.

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

17.3 Children may be married at a very young age, and well below the age of consent in England. Federation staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

17.4 Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. (See https://www.gov.uk/forced-marriage for further information).

18 Female Genital Mutilation (FGM)

18.1 FGM is a collective term for all procedures which include the partial or total removal of the external female genital organs for non-medical or therapeutic reasons. It is acknowledged that some FGM-practising families do not see it as an act of abuse. However, Female Genital Mutilation has severe significant physical and mental health consequences both in the short and long term, and must not be excused, accepted or condoned. The procedures are more common than most people realise and work is taking place worldwide to eradicate this illegal and dangerous practice.

18.2 Signs and risk factors associated with FGM, include:

- The age at which the procedure takes place may vary from birth to adolescence to just before marriage or during the first pregnancy. The most common age group is between 5 and 8 years.
- There may be other girls or women in the family or household who have had the procedure.
- A girl may confide in a friend or a teacher of a special ceremony to 'become a woman'.
- Prolonged absence from school or college.
- Reluctance to undergo medical examinations or participate in PE.

- Signs of pain and frequent urinary or menstrual problems.
- A request for help which may not be explicit for reasons of fear and embarrassment.

18.3 Justifications given as to why FGM has/has taken place, include:

- It is part of a female's customs and traditions.
- It is to maintain family honour within the community.
- It is to support hygiene and cleanliness.
- It preserves virginity/chastity.
- It is social important for acceptance especially for marriage.
- It is part of a mistaken belief that it is a religious requirement.
- It ensures a sense of belonging to a group and conversely the fear of social exclusion.

18.4 All practitioners have a duty to act to safeguard girls at risk of FGM and need to consider that it is an illegal act and that the girl may be removed from the UK to have the procedure performed. Delay must be avoided. Referrals should be made to Children's Social Care and a Strategy Meeting will be called within a maximum of two working days. The multi-agency Strategy Meeting must consider if the family are aware of the harmful aspects of FGM and the law in the UK. If they are not, they should be provided with the information as a part of the assessment.

18.5 Where the procedure has already taken place the information and risks must be assessed and consideration must be given to convening a Child Protection Conference. Careful consideration must also be given to the potential risks to any younger females in the family or household. Counselling and medical help should be provided as needed.

18.6 All assessments and investigations should be mindful of issues of language and communication, religion, culture and race. The needs of the child remain paramount.

19 Child Sexual Exploitation

19.1 Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they're being abused.

19.2 Children and young people can be trafficked into or within the UK to be sexually exploited. They're moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in gangs can also be sexually exploited.

19.3 Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they've no choice. They may lend them large sums of money they know can't be repaid or use financial abuse to control them.

19.4 Anybody can be a perpetrator of CSE, no matter their age, gender or race. The relationship could be framed as friendship, someone to look up to or romantic. Children and young people who are exploited may also be used to 'find' or coerce others to join groups.

19.5 CSE can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time.

19.6 Types of CSE include: being persuaded or forced to:

- send or post sexually explicit images of themselves
- film or stream sexual activities
- have sexual conversations.
- Could include physical contact and non-contact activities.

Once an abuser has images, video or copies of conversations, they might use threats and blackmail to force a young person to take part in other sexual activity. They may also share the images and videos with others or circulate them online.

19.7 Gangs use CSE to exert power, for initiation, to use sexual violence as a weapon.

19.8 Signs of sexual abuse and grooming include:

- Unhealthy or inappropriate sexual behaviour.
- Being frightened of some people, behaviour or situations.
- Being secretive.
- Sharp changes in mood or character.
- Having money or things that they won't explain.
- Physical signs of abuse, like bruises or bleeding in their genital or anal area.
- Alcohol or drug misuse.
- Sexually transmitted infections.
- Pregnancy.

19.9 Other warning signs to look out for:

- Dating an older person.
- Staying out late or overnight.
- Having a new group of friends.
- Missing from home, care or school.
- Spending time with older people, other vulnerable people or in antisocial groups.
- Becoming involved in a gang.
- Becoming involved in other criminal activities like selling drugs and shoplifting.
- Being female (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).

19.10 'Upskirting':

'Upskirting' is now a criminal offence. It is defined as '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' (DfE, 2019).

19.11 'Sexting', Sharing Nudes or Semi Nudes:

- Defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.
- The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated, however it does make children vulnerable and put them at risk.
- All incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or member of the Welfare Team.

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

20 Child Criminal Exploitation

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

"Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology" (Home Office, 2018).

20.2 Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female- however a girl's experience may be different) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

20.3 One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

20.4 Staff should be aware the CCE can include vehicle crime, threatening and serious violence. Children may become trapped as they or their families may be threatened with violence, coerced, trapped into debt and carrying weapons, or, carry weapons for protection.

20.5 Signs of CCE include:

- persistently going missing from school or home and/or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones;
- excessive receipt of texts/phone calls and/or having multiple handsets;

- relationships with controlling/older individuals or groups;
- leaving home/care without explanation;
- suspicion of physical assault/unexplained injuries;
- parental concerns;
- carrying weapons;
- significant decline in school results/performance;
- gang association or isolation from peers or social networks;
- self-harm or significant changes in emotional well-being.

20.6 Any practitioner working with a vulnerable person who they think may be at risk of county lines exploitation should follow the federations' safeguarding procedures and share this information imminently. If you believe a person is in immediate risk of harm, you should contact the police.

20.7 County Lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

20.8 Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

20.9 A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

21 Children Absent from Education

21.1 The federation operates in accordance with statutory guidance *Children Missing Education (DfE 2016)*

21.2 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.

21.3 Children missing education are at significant risk of underachieving, being victims of harm, child on child abuse, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later.

21.4 Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

21.5 Attendance, absence and exclusions are closely monitored. The DSL will monitor unauthorised absence and take appropriate action, particularly where children have unexplainable and or /persistent absences on repeated occasions and/or are missing for periods during the school day. Children who are absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

21.6 We follow the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.

21.7 Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the federation to establish their whereabouts without success, the federation will make an immediate referral to the Local Authority's Children missing Education Team and/or referral to the appropriate Children's services front door team.

Reasonable steps include:

- Telephone calls to all known contacts
- Letters home
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the pupil/family
- All contacts and outcomes to be recorded on the pupil's file

21.8 The federation is required by law to have an admission register and an attendance register. All pupils must be placed on both registers.

21.9 The federation is required to inform the Local Authority when they are about to remove a pupil's name from the school admission register at non-standard transition points irrespective of the reason. The Local Authority may also require the federation to provide information about pupils who are going to be removed from the register at standard transition points.

21.10 The federation will also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The Local Authority may also require the federation to provide information about pupils added to the register at a standard transition point.

21.11 It is essential for the federation to comply with this duty so that the Local Authority can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. If no confirmation is received the above Missing Children procedures will apply.

21.12 Elective Home Education

If a parent/carer expresses their intention to educate a child at home, the Local Authority, school and other key professionals will work together to coordinate a meeting with the parent or carer. Extra careful consideration is given where children have a special educational need and/or disability, is vulnerable or has a social worker. In cases where a parent wishes to home educate, school must notify the LA's Elective Home Education officer.

21.13 Alternative provision: Where a child has been placed in an alternative provision, the school remains responsible for the safeguarding of that pupil and should be satisfied that the provision meets the child's needs.

22 Virtual School

22.1 The Children and Families Act 2014 requires Local Authorities to appoint a Virtual School Head whose purpose is to ensure the Local Authority fulfils its statutory duty to promote the education of Looked After Children. The Virtual School Head is a bi-borough post and manages the Virtual School.

22.2 The federation will work in partnership with the Virtual School[15] to ensure that:

- Monitoring systems are in place that promotes the educational progress and achievement of Looked After Children
- Personal Education Plans are current, relevant and effective
- Effective monitoring of the use of the Pupil Premium Grant is in place
- Designated Teachers develop effective strategies and support for Looked After Children
- Liaison between the school and other relevant external agencies, e.g. social workers and carers, takes place relating to the education of Looked After Children
- Additional resources are commissioned where necessary to fund additional resources for Looked After Children to support education
- Information, advice and guidance to Looked After Children and care leavers is provided regarding further education, employment and training where applicable.

23 Health & Safety

23.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

24 Online Safety

24.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material. The Federation aims to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

24.2 Issues classified within online safety can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (eg consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

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- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

24.3 All children who bring a mobile phone when they walk to school must hand their phone in at Reception to protect themselves and others.

24.4 Remote learning
The federation has a remote learning policy which states the roles and responsibilities of staff in administering safe remote learning procedures.

24.5 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;

- 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 skill 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), should 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. 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.

25 Monitoring and Evaluation

25.1 Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing board visits to the school
- SLT – senior leader team 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of nurture room and fun club at lunchtime

25.2 This policy also links to our policies and procedures on:

Behaviour, Physical Intervention and Restraint, Intimate Care Policy, Guidance for Safer Working Practice for those Working with Children and Young People in Education, Staff Behaviour Policy / Code of Conduct, Whistleblowing, Anti-bullying, Health & Safety, Attendance, Curriculum, PSHE , Teaching and Learning, Administration of medicines, Sex and Relationships Education, E-Safety, including staff use of mobile phones, Recruitment and Selection, Mobile Phone Policy, Child on child Abuse Policy.

Governors' Committee Responsible:	**Full Governing Board**
Governor Lead:	**Will Jacobs**
Nominated Senior Leader	**Aaron Sumner, Exec Head**
Status & Review Cycle:	**Statutory, Annual**
Next Review Date:	**September 2025**

Appendix 1

Recognising Signs of Child Abuse

All staff should be aware of the indicators of abuse, neglect and exploitation understanding that children can be at risk of harm both in and out of home, school and online.

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

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

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries
- Facilitating, threatening and/or encouraging physical abuse online.

Bruising

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

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

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

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

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

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Facilitating, threatening and/or encouraging sexual abuse online.
- Causing someone to engage in sexual consent to include forcing someone to strip, touch themselves or to engage in sexual activity with a third party.

Some physical indicators associated with this form of abuse are:

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

Sexual Abuse by Young People

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

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

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

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
    - Understanding that is proposed based on age, maturity, development level, functioning and experience
    - Knowledge of society's standards for what is being proposed
    - Awareness of potential consequences and alternatives
    - Assumption that agreements or disagreements will be respected equally
    - Voluntary decision
    - Mental competence
- **Coercion –** the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

Recognising Neglect

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

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

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends

- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

Appendix 2

Identification of Domestic Abuse Cases: Children and Young Person Living with Domestic Abuse

Whilst some children may display various signs of living with domestic abuse, some children will not; and therefore, it is important that school staff use their professionally curiosity and knowing what to look for to support children. Children who live with domestic abuse may:

- have negative health outcomes in their adult life (as per research on Adverse Childhood Experiences)
- show withdrawn behaviour
- become aggressive
- display anti-social behaviour
- suffer from depression, anxiety or any other mental health problems
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges (NSPCC, 2019)
- overachieve – as a way of coping and shifting the focus away from the experiences at home
- Bed wet.

Dealing with disclosure: Receive, Reassure, Respond

Receive:

- If you are worried about a child, follow your safeguarding procedures to evaluate the level of risk and take appropriate action. The safest way to protect the wellbeing of children living with domestic abuse is through supporting a non-abusive parent. Be sure not to share information with perpetrator of abuse as this may increase the level of risk to children and non-abusive parent.
- If a child starts telling you something that may indicate abuse, listen carefully and non-judgmentally, show that you believe them and do not ask for specific details of abuse. Probing questions may undermine Police or Safeguarding investigations.
- Reassure:
- Demonstrate empathy. You may be the first person they are talking to about their experiences.

- Be sure of your confidentiality policy and that a child understands you may not be able to keep this information a secret.

Respond:

- Without asking any probing questions, try to ascertain if a child is being harmed, are they currently at risk or will they be at risk when they go home, who else is at risk, what are their overall needs and what is important to them.
- Record and date information that you received in line with your safeguarding policies and procedures and inform your safeguarding lead about this case.
- Explain the next steps to a child and follow through those steps.
- Seek support for your own welfare – dealing with abuse vicariously may have an impact on your own emotional health and wellbeing.

Identification of Domestic Abuse Cases: Adults and Young People

Some of the signs and symptoms of domestic abuse may be as follows:

- Bruises and injuries, often in places easily covered by clothing
- Mental health issues, including PTSD (post-traumatic stress disorder), anxiety and depression
- Substance use, as a coping mechanism
- Low self-esteem and confidence.

When concerned about an adult or a young person, follow the below guidance to find out is they may be experiencing domestic abuse.

Ask:

- Research shows that survivors of domestic abuse do not have enough opportunities to disclose domestic abuse and are happy to be asked about their experiences by another professional (Cry for Health, Safe Lives).
- Only ask in a safe and confidential environment.
- Make sure that a parent or a young person understands school's confidentiality policy.
- When asking, frame your question first and give an explanation as to why you may be asking it. It may be that you observed specific signs and symptoms of domestic abuse. You can also use your Domestic Abuse Policy to explain your intentions.
- *For example, I have noticed that you may have been under a little more stress than usual and I also noticed a bruise on your wrist. I feel a little worried about you. I would like to ask you…*
- After framing your question, especially if you have limited timeframe, ask a direct question.
- *For example, have you ever felt frightened or threatened by your partner? Or would you like to tell me a little bit more about how you got this bruise?*
- Try not to use definitions such as domestic abuse, if possible, as they may be interpreted differently by different audiences, but if you do use it, then make sure that you explain what you mean by it.
- Question to avoid:

  I am sure this is nothing to do with you, but this is part of our policies and procedures to ask about domestic abuse. Do you experience any domestic abuse from your partner?

Validate:

- Take a believing approach.
- Explain that it is not their fault and that there is support available. It is not your role to offer a full support to those in need. Use specialist domestic abuse services to meet the needs of the survivors.
- It is not your role to investigate the details of abuse.

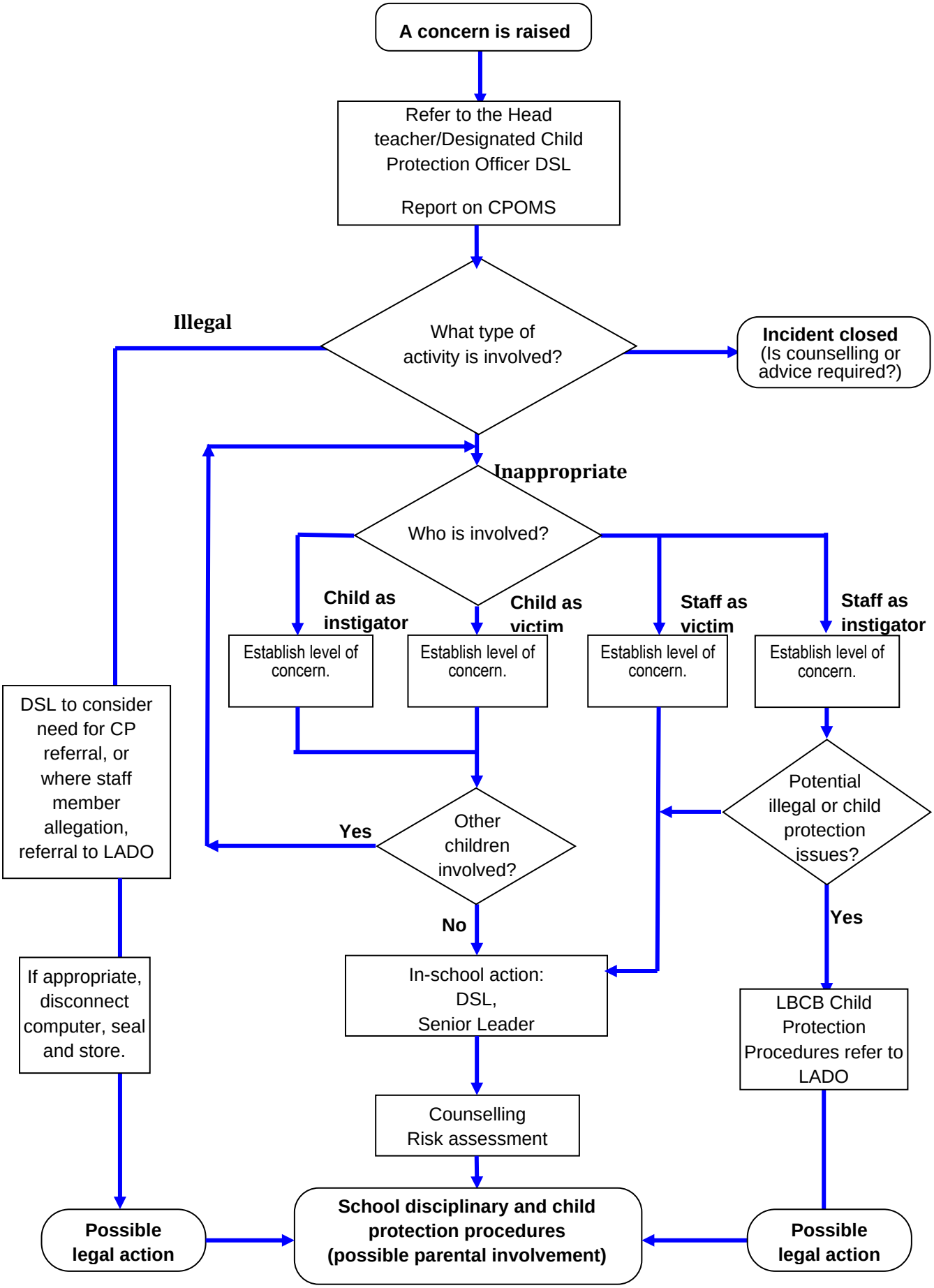
Assess:

- Ascertain if they are in immediate risk. If they return home, will they be hurt?
- Ascertain if anybody else is at risk (any other children, vulnerable adults etc).
- Ascertain what their priorities are and what they would like to do.
- If you are worried about cumulative risk factors such as recent separation, pregnancy, escalation, isolation, stalking and sexual abuse, consider making a MARAC (Multi-Agency Risk-Assessment Conference) referral, based on professional judgment. Local organization that coordinates the MARAC is Standing Together Against Domestic Violence.

Action:

- Explain the next steps to a non-abusive parent/young person/staff member.
- Contact your safeguarding lead to discuss the case and agree on further actions such as referrals to Children's Services and MARAC.
- Follow up on the referrals made/agreed on.
- Refer/signpost a non-abusive parent/young person/staff member to local domestic abuse services.
- Never disclose information to a perpetrator of abuse as this will increase the level of risk to a survivor and their children.

What to do if you have an E-Safety Concern



Appendix 4

Job Description for the Role of Head/Designated Safeguarding Lead

Governors will ensure that the school has identified a Designated Safeguarding Lead for child protection and that the Head/Designated Safeguarding Lead undertakes the following responsibilities:

- To ensure all staff are familiar with federation and Tri Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff.
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year.
- To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues.
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school.
- To ensure the federation is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required.
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB).
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection.
- To support and advise staff on child protection issues generally.
- To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors.
- To take lead responsibility filtering and monitoring systems and processes in place and reviewing and updating the Federation Website Filtering & Monitoring Policy, in conjunction with the School Business Manager.

To keep accurate and secure child protection records that give:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- To send on to new schools (where relevant).

Appendix 5

Safeguarding and Child Protection Contacts for Bi-borough Schools

Safeguarding Review & Quality Assurance	Elaine Campbell, Bi-borough Safeguarding Lead for Schools & Education Settings |07712 236 508| elaine.campbell@rbkc.gov.uk Sarah Mangold, Safeguarding Practice Lead |07590 808 142| sarah.mangold@rbkc.gov.uk Aqualma Daniel, Safer Organisations Manager and LADO| Aqualma.Daniel@rbkc.gov.uk LADO Referrals WCC: Please call 020 7641 7668 and ask to speak to the Duty LADO / Email: lado@westminster.gov.uk
Prevent	Prevent RBKC: Simone Torry, Prevent Education Officer, RBKC & LBHF |07554 222 610| Simone.Torry@lbhf.gov.uk General Enquiries & Training | Prevent3@rbkc.gov.uk Prevent Westminster: Julie Knotts, Prevent Education Officer |07790 980 223| jknotts@westminster.gov.uk General Enquiries & Training |prevent@westminster.gov.uk
Attendance & Early Help Services	Simone Paul, Attendance Manager |Westminster Early Help Service |07852 206 544|spaul@westminster.gov.uk
Virtual School for Looked After Children	Natalie Stephenson, Bi-borough Virtual School Head| 07817 054 811| nstephenson@westminster.gov.uk Yvonne Daniel, Bi-borough Virtual School Deputy Head | 07903 156925| ydaniel@westminster.gov.uk

Appendix 6

Further Advice on Child Protection is available from

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

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

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

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

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