



**Broomwood Hall School Limited & Northcote Lodge School Limited**

## **CHILD PROTECTION & SAFEGUARDING POLICY**

**Broomwood Prep – Boys, Girls and Broomwood Pre-Prep**

### **Policy Summary**

At Broomwood we want every pupil to feel safe and protected from neglect and abuse and to know there is someone they can turn to if they are being neglected or abused. All staff have an inescapable duty to protect our children from harm and this duty applies to everyone working in this school. This policy should be read in conjunction with the Staff Handbook.

All staff have a responsibility to:

- Be alert to signs of abuse and neglect by knowing and recognising them.
- Question behaviours if something seems unusual and ask for help.
- Take action to protect a pupil who is suffering significant harm, or is likely to do so.
- Recognise vulnerable pupils and take action to promote their welfare, even if they are not suffering harm or are at immediate risk of harm.
- Provide a safe environment in which pupils can learn.
- Always act in the interest of the child when concerned about their welfare.

This policy has been developed in line with the London Child Protection Procedures 2017 (5th Edition amended October 2017); the DfE guidance: Working Together to Safeguard Children (2018); Keeping Children Safe in Education (September 2023) (KCSIE); The Prevent Duty Guidance: for England and Wales (March 2015) (Prevent); The Education (Independent School Standards) Regulations (as most recently amended); the statutory framework for the early years foundation stage (effective April 2017) and UKCCIS Sexting in schools and colleges: responding to incidents and safeguarding young people; Safeguarding Children and Young People from Knife Crime' (March 2019), 'Vulnerable Children in a Digital World' and local guidance from the Wandsworth Safeguarding Children Partnership.

The purpose of this policy is to:

- Identify the members of the School's Child Protection team and explain their roles
  - Set out the School's expectations in respect of training.
  - take account of and inform policy in related areas, such as anti-bullying; online safety; discipline and behaviour; health and safety; child on child abuse; missing children; child sexual exploitation; FGM; violence in the name of honour; anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice
  - Describe the procedures that should be followed if anyone in the school has a concern about the safety and welfare of a pupil.
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- Outline the School's Safer Recruitment procedures for staff and volunteers.
  - Detail the School's Whistleblowing procedures in relation to Safeguarding.
  - Set out expectations regarding record keeping.
  - Clarify how children will be kept safe through the everyday life of the school.
  - Outline how the implementation of this policy will be monitored.
  - Provide a list of key contact details.

This policy should be read in conjunction with the Staff Hand Book, the Staff Code of Conduct and the following school policies: Anti-Bullying, Behaviour, e-Safety, Health & Safety and Safer Recruitment.

This policy is available to the public on the school's website. All staff are required to read this policy, carefully, and acknowledge that they have done so.

NB: This policy should be read in conjunction with the extraordinary amendment, 'Arrangements For Child Protection And Safeguarding During Covid -19 School Closures', until such time as the amendment is withdrawn. Staff will be notified when the amendment is no longer in effect.

## **Document Control**

*Professor Mark Bailey*

Safeguarding Governor

Owner: Head

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### **Intended Audience**

- Broomwood Staff
- Contractors and peripatetic workers
- Parents

### **Broomwood**

The Broomwood Group comprises Little Broomwood, Broomwood Pre-Prep, Broomwood Boys and Broomwood Girls. All schools in the group coordinate to produce a comprehensive, unified safeguarding strategy and, as such, share a policy. This policy

should be interpreted as applying to all schools except where a school is specifically mentioned to the exclusion of the others as well as where this policy deals with EYFS matters, which only apply to Little Broomwood and Broomwood Pre-Prep.

### **The Schools' Child Protection Teams**

Broomwood have appointed, and trained, a number of Designated Persons who have specific responsibility for Child Protection and Safeguarding matters.

The Designated Safeguarding Lead (DSL) is the first point of contact for external agencies that are pursuing Child Protection investigations and also co-ordinates Broomwood's CP representation at conferences and meetings. The DSL will decide whether reported concerns/incidents should be reported as a safeguarding issue to the Local Authority (LA), liaising with the Head and the Deputy DSL as appropriate. Broomwood will ensure that staff have access to a DSL at all times during the school day so that they can report concerns and seek advice and/or guidance, if required.

The DSL is supported by Deputy DSLs on each school site. Please see more on the role of DSL and Deputy DSL in Appendix 4.

All adults working in Broomwood (including visiting staff, volunteers and students on placement) are required to report all instances of actual or suspected child abuse or neglect to the DSL or Deputy DSL noted below. However, if any member of staff has ongoing concerns of harm to a child, they can report these concerns to the LA services directly, without going through the Head, or DSLs.

All staff are aware of the relevant data protection principles (under DPA 2018 and the GDPR), but are also clear that where there is the need to safeguard or promote the welfare of a child, relevant and proportionate information must be shared.

### **The Broomwood Prep-Prep and Little Broomwood Team**

Designated Safeguarding Lead (DSL): **Rose O'Lone, Assistant Head**

Deputy DSLs:

**Alex Ireson, Deputy Head**

**Bethany Hicks, Assistant Head**

**Caron Mackay, Head of Pre-prep**

### **The Broomwood Girls Team**

Designated Safeguarding Lead (DSL): **William Morris, Assistant Head – Pastoral**

Deputy DSL:

Louisa McCafferty, Head

Rebecca Ewen, Assistant Director of Sport –

Broomwood Pre-Prep and Broomwood Girls

The Broomwood Boys Team

Designated Safeguarding Lead (DSL): **Henri Dinger Assistant Head**

Deputy DSLs: **Joe Knight, Acting Head**  
**Anna Perkins, Head of Yr 4**

Holiday Camps

Acting DSL: **Chris Smith, Head of Sport, BB and Camp Leader**

Director responsible for Child Protection & Safeguarding

**Professor Mark Bailey, Safeguarding Governor, 07469 258814**

**Making Referrals**

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child.

Staff members must raise any safeguarding concerns with the designated safeguarding lead or deputies without delay. Concerns must be logged with the safeguarding team.

If the designated safeguarding lead or deputies are not available, staff should not delay in taking appropriate action. Staff should consider talking to the head and / or taking advice from the school's local children's' social care at MASH. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as practically possible.

Where a child is suffering, or is likely to suffer from harm, make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. You should inform the DSL of any child at significant risk of harm in order for a referral to me made, however there may be occasions where an immediate referral to the Police / Local Authority is required. Anyone can make a referral. If you have made a referral prior to discussing this with the DSL you must tell the DSL (as soon as possible if you make a referral directly).

Staff members should ensure they are prepared for the referral with clear details of their concern and the child's name, date of birth, address and contact details for parents/carers. Consent / agreement is not required for child protection referrals; however you, as the referring professional, would need to, where possible, discuss with and inform parents/carers that you are contacting MASH or making a child protection

referral as stated above, unless by alerting them you could be putting that child or others at risk.

When dealing with disclosures, concerns, suspicions and allegations, the Head and DSL will liaise with Local Authority Children's Services and act in accordance with the Thresholds for Intervention guidance which is consistent with the London-wide Continuum of Need thresholds. Referrals should be made to the Wandsworth Multi-Agency Safeguarding Hub (MASH) or Lambeth Integrated Referral Hub (IRH) via the Early Help Assessment form.

Prior to submitting a written referral, the DSL should have a confidential verbal consultation with the relevant LA Team to ensure that a referral is appropriate. The child's parent/carer will normally be contacted to obtain their consent before a written referral is made. However, if the DSL has reason to believe that this action might compromise the safety of the child or a



staff member nothing will be said ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

Particular vigilance will be exercised in respect of:

- Any incidents or concerns involving a 'Looked after child' or one who is the subject of a Child Protection Plan. These must be reported immediately by the Head, to the child's allocated Social Worker, and confirmed in writing copied to the LA Children's Services.
- A pupil who discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family violence. This must be referred to the DSL as a safeguarding issue.
- A pupil who is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example. Urgent police intervention must be requested.
- A child who has an unexplained or suspicious injury that requires urgent medical attention. The referral process to the LA Children's Service should not delay the administration of first aid or emergency treatment.
- A child who is severely distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance. This must immediately be reported, by the Head, to the LA Children's Service.

### **EYFS Procedures**

The DSL, Rose O'Lone (Assistant Head at the Pre-Prep) will take lead responsibility for safeguarding children within the Early Years Foundation Stage, in liaison with the Head, Deputy Head and the other Assistant Head, who are DDSLs.

### **Use of Smartphones, Mobile Devices and Cameras in the EYFS**

In accordance with Statutory Framework for the EYFS (January 2024), Broomwood undertakes to ensure that there are effective procedures in place to protect the children in our care from the unacceptable use of all electronic devices equipped with imaging and sharing capabilities.

### **Early Years Foundation Stage: Safe Use of Technology Policy**

The EYFS: Safe Use of Technology policy can be found on the Broomwood website. The policy is not applicable to Broomwood Boys or Broomwood Girls.

### **Training**

In accordance with KCSiE and the Statutory Framework for the EYFS (January 2024), Broomwood undertakes to train all staff and volunteers in Child Protection and safeguarding issues, including the Early Help processes. Induction and refresher training

for staff members will be conducted annually. This will include the school's behaviour policy, procedures for children missing education, the staff Code of Conduct, this policy, Upskirting, Prevent and on-line Safety information. This is modified to reflect the ethos and structures of Broomwood. Informal updates are presented across the year.

The roles of the designated safeguarding leads are explicit in their job descriptions.

All staff, volunteers and Principals know the name of the designated safeguarding lead (DSL) and their role and what the back-up arrangements are if the DSL is unavailable.

All staff are issued with a copy of this policy and the most current version of the DfE's statutory guidance, "Keeping Children Safe in Education" (KCSIE). The Senior Leadership Team and DSLs will ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of the full version of the document. Leaders, and those who work directly with children, also have to read and acknowledge KCSIE Annex B.

Further information on DSL Training can be found in Appendix 4.

The DSL will attend relevant training and cascade information or, where relevant, organise additional briefings or training input for staff to ensure that staff are aware of issues such as those listed below, understand the indicators and recognise the complexities of these issues for young people. The main issues are:

- Child Sexual Exploitation
- Female Genital Mutilation
- Radicalisation
- Illness Fabricated and Induced
- Domestic Abuse
- Violence in the name of Honour
- Children missing education
- Children and the court system
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- County lines
- Honour Based Abuse (HBA)
- Homelessness
- Child-on-child abuse
- Sexual violence and sexual harassment

### **Safer recruitment**

Broomwood is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation).

The Board prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The school maintains a single central register of appointments for all staff. The school's Recruitment Policy outlines the recruitment process and all checks carried out on staff working at the school, including online searches for shortlisted candidates. The school follows the safer recruitment processes, including, as appropriate relevant sections in part 3 of Keeping Children Safe in Education.

### **Risk assessment**

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

The head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.

### **Abuse, Neglect and Other Safeguarding Issues**

Abuse is a form of maltreatment of a child (anyone under 18 years of age). Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by those known to them or by a stranger, including via the internet. They may be abused by an adult or adults, by a member of staff or a group of staff, another child or children or by a pupil or pupils.

Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

#### **Physical abuse**

Physical abuse is the causing of physical harm. It can lead directly to neurological damage, physical injury and disability. Some physical abuse is reactive; some may be premeditated with the intent to cause harm. Types of abuse include: hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, but may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that a pupil has been physically abused include: bruises, abrasions, burns, scalds, bite marks, fractures and scars.

Signs which may be indicators of concern include:

- Explanations provided for an injury which may not be consistent with the injury.
- Several different explanations for an injury
- Parents/carers undisturbed or uninterested by an accident or injury.
- Unexplained delay in seeking treatment for an injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation for minor injuries which may represent a cry for help.
- Reluctance to give information or mention previous injuries.
- Family use of different doctors and A&E Departments.

### Bruising

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

- 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 shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an 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 of its 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 discoloration over a bone or a 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 body, may suggest abuse.

### Behavioural Indications

Some children may behave in ways that alert a staff member to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self-destructive tendencies
- Aggression towards others

### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It has an important impact on a developing child's mental health, behaviour and self-esteem.

Types of emotional abuse include:

- Conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person.
- Not allowing a child to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Persistently criticising, teasing or humiliating a child.
- Imposing developmentally inappropriate expectations such as interactions beyond a child's developmental capabilities, overprotection, limiting exploration or preventing normal social interaction.
- Causing a child to feel frightened or in danger.
- Exploitation or corruption of children.
- Allowing a child to see or hear the ill-treatment of another.
- Bullying or cyberbullying.

Signs of emotional abuse may be difficult to recognise as they are mainly behavioural. From the parent/child relationship perspective they include:

- Abnormal attachment between the child and their parent.
- Parents who frequently complain about their child, who never praise or give attention or who are emotionally distant from their child.

From the pupil perspective, they include:

- Failure to thrive.
- Behavioural problems such as aggression or attention-seeking.
- Low self-esteem, lack of confidence and fearfulness, distress or anxiety.
- Poor relationships such as withdrawn or isolated behaviour.
- Delay in achieving developmental milestones.
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment.
- Scape-goated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Over-reaction to mistakes.
- Fear of new situations.
- Inappropriate responses to painful situations.
- Neurotic behaviours.
- Self-harming.
- Running away.

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

### Domestic abuse

It is important to recognise that many children will be living (or may have lived) in families where Domestic Abuse is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is 'any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional harm.'

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Research shows that children who are involved or who have witnessed domestic abuse are more at risk of emotional harm and potentially physical harm.

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

- a. physical or sexual abuse;
- b. violent or threatening behaviour;
- c. controlling or coercive behaviour;
- d. economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

### Sexual abuse

Sexual abuse is the forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways.
- Grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children. Child sex abusers can come from any professional, racial or religious background. Children under 16 years of age cannot provide lawful consent to any sexual intercourse (see Appendix 6).

Recognition of sexual abuse is difficult unless the child chooses to disclose and is believed, but signs are likely to be behavioural and emotional. There may be:

- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm including eating disorders and self-mutilation
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation.
- Regressive behaviour.
- Distrust of a particular adult.
- Unexplained gifts of money.
- Running away.
- Poor peer relationships including unwillingness to be involved or communicate.
- Sudden changes in behaviours or extreme mood swings.
- Withdrawal.
- Depression.
- Inappropriately sexualised conduct.
- Sleep disturbances or nightmares
- Phobias or panic attacks

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 disclosed



- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- Wetting or soiling

### Neglect

Neglect is the persistent failure to meet basic physical, emotional and/or psychological needs, and likely to result in the serious impairment of the child's health or development and long-term difficulties with social functioning, relationships and educational progress.

Types of neglect include failure to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision.
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

Signs of general neglect include a child who:

- Is unkempt or inadequately clothed.
- Is listless, apathetic or unresponsive.
- Frequently and/or inexplicably returns to school hungry.
- Has frequent accidents or injuries.
- Thrives away from the home environment but not in it.

### **Specific Safeguarding Issues**

Up to date guidance and practical support on specific safeguarding issues will be sought where necessary. The DSL will attend relevant training and ensure that staff understand the indicators and complexities of the issues noted below:

#### Child Sexual 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. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Further information can be found at [www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited](http://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited)

### Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

### Gangs and Criminal Exploitation (County Lines)

'County lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network

### Serious Violence

Indicators which may signal that children are at risk from, or are involved in serious violence include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, sign of selfharm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions would also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. There are a range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. More advice can be found in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

### Honour Based Abuse (HBA)

HBA encompasses incidents or 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. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. 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 HBA, or already having suffered HBA.

### Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

FGM is illegal in the UK and there is a mandatory duty on the teacher to report cases of FGM to the police.

### Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage

### Preventing Radicalisation

Broomwood recognises its responsibility to protect children and young people from being drawn into extremism, terrorism or being radicalised. Broomwood supports the ‘Prevent Strategy’ which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature

- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice would be sought from colleagues in LA (either Prevent coordinator or safeguarding services) if necessary.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs or alcohol. Broomwood works within the curriculum to promote tolerance and respect for diverse views while challenging prejudice of any kind.

Broomwood is an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others. The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The school is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments

Broomwood will have regard to the school's safer recruitment guidelines with regards to visiting speakers and will ensure that, whether invited by staff or by the pupils themselves, they are both suitable and appropriately supervised for the duration of their visit.

As with all matters pertaining to the maintenance of a safeguarding culture within Broomwood, staff are expected to be vigilant in identifying concerns and ensuring these

are passed to the DSL without delay. The DSL will take further advice from the LA and make a referral where this is deemed necessary. Further information can be found at: [www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

### Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

### Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### Children Who Go Missing from Home or Care

These children are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities
- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability

Longer-term risks include:

- Long-term drug dependency/alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

### Children Absent from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability and aptitude and any special educational needs they may

have. A child going missing from education, or being absent and not attending it regularly, is a potential indicator of a range of safeguarding concerns, including, sexual abuse, sexual exploitation or child criminal exploitation. We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, including appropriate notification to the Local Authority. We will also ensure staff are alert to the potential risks of poor or nonattendance and cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as travelling to war zones, FGM and forced marriage.

**See Appendix 3 for information on procedure.**

### Child-on-Child Abuse

We understand that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviours can be displayed in a variety of ways and can consist of sexual abuse/activity e.g., youth produced sexual imagery; physical harm; emotional and/or verbal abuse e.g. cyberbullying. It is recognised that it is more likely that girls will be victims and boys perpetrators, but all child-on-child abuse is unacceptable. Child-on-child abuse will always be taken seriously and acted upon, under the appropriate policy e.g., safeguarding, anti-bullying, and not dismissed as 'banter' or 'part of growing up'. These issues will be part of PSHE lessons and discussions. Victims will be supported through the individual school's pastoral system.

Issues that may arise involving legal thresholds for criminal responsibility will be dealt with by the DSL in conjunction with other agencies such as Children's Social Care and the Police as required. Some situations are statutorily clear but should still be referred to Children's Social Care.

Broomwood has a strong commitment to its anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour within a Child Protection context. The DSL will investigate and will decide whether it is appropriate to consult with the local authority. In such incidences, Broomwood will follow guidance issued in relation to children who abuse others and local procedures and make referrals to social care, CAMHS and / or police as appropriate. This guidance is attached as Appendix 5.

Instances of sexual violence and sexual harassment will be taken seriously and responded to robustly. Broomwood will adhere to guidance in section 5 of Keeping Children Safe in Education and follow procedures (as detailed in Appendix 6).

For further information on child-on-child Abuse Please refer to Appendix 11.

### Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies are aware of contact details and referral routes into the

Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, the school understands that this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### **Online Safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. Refer to the school's ESafety Policy and Pupil ICT Code of Conduct for further information.

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. To safeguard pupils, the school has appropriate filters and monitoring systems in place, whilst still allowing pupils to be taught about safeguarding and online safety. Pupils in the lower school are not allowed to use their mobile phones during the school day, and middle school pupils and sixth form students only in limited situations. Refer to the school's IT Pupil Acceptable Use Policy and ESafety Policy for further information. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. Report to the Anti-Phishing Working group: <https://apwg.org/>

Pupils are taught about online safety as part of their Computing classes and the PSHE programme.

### **Filtering and Monitoring**

Broomwood has an active and well managed filtering system that helps to create a safe environment for pupils to learn. The effective filtering system blocks internet access to

harmful sites and inappropriate content. Management of this system relies on the specialist knowledge of both safeguarding and IT staff to be effective.

All staff will receive on-line safety training as part of the ongoing safeguarding offer, which, amongst other things, will include an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. This training offer will be covered as part of induction.

Governors will also do all they reasonably can, in order to limit children's exposure to the risks from the school's IT system and ensure the school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

### **Wellbeing and Mental Health**

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the designated safeguarding lead or a deputy.

In order to help pupils succeed, the school recognises that it plays an important role in supporting them to be resilient and mentally healthy. Some children are more at risk of developing mental health problems than others and these risks can relate to the child, their family or to community and life events. Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems. 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. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

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



## **Responding to Concerns about the Safety and Welfare of a Child**

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

Concerns about a child may arise from:

- Observation of the child's behaviour or appearance.
- Things the child has said.
- A third party (another pupil, parent or guardian) expresses concern.
- Receipt of an anonymous allegation.

### General procedures

#### When listening to a child:

- Listen carefully to what the pupil is telling them without interrupting
- Ideally listen to the child first and then make notes
- Not promise confidentiality
- Remain non-judgemental and keep an open mind
- Not ask leading questions, or more questions than needed – just establish what the pupil is telling them
- Be honest with the pupil and explain what will happen next
- Keep a sufficient written record of the conversation. All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.

Staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

#### When receiving a report of Harmful Sexual Behaviour staff must follow the guidance in Part 5 of KCSIE:

- Only record the facts as the child presents them.
- Where the report includes an online element, do not view or forward illegal images of a child. See Appendix 1 and the UK Council for Child Internet Safety's advice Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE and UK Council for Internet Safety, December 2020) for advice when viewing an image is unavoidable. Where the report includes child-on-child abuse, refer to the relevant section of this policy.
- Manage reports with another member of staff present (preferably the DSL or DDSL), if possible.
- Inform the DSL as soon as practically possible if the DSL is not involved in the initial report.

### Next steps:

- All information received should only be disclosed to those who need to know in the course of further action.
- Parents must be involved at the soonest opportunity; this will vary according to circumstances and the decision will be taken by the Head in consultation with the DSL.
- Where there is a conflict of interest between the needs of the child and the parent, the interests of the child must be paramount.
- Appropriate action must be taken to secure the immediate safety of any child felt to be at serious risk.
- Written records are to be kept of all concerns. These records are to be kept securely and separate from the main pupil files in locked or secure locations.
- Dates, times and content of all interviews and actions in relation to the suspected abuse, should be recorded and signed by the observer and/or enforcer. Records must be accurate, factual, legible and contemporaneous; they may be used in court at a later date.

### Required Safeguarding Actions by Staff

#### *A member of staff suspects abuse or a child tells of abuse*

When there is suspicion of abuse, the member of staff must make a casual enquiry, without asking leading questions, about how an obvious injury was sustained or why the child appears upset. They should not, however, enter into detailed investigation of the symptoms or causes of the child's distress or injury as such an approach could prejudice later formal investigations.

The member of staff must:

- 1. Observe** carefully the child's behaviour and demeanour.
- 2. Record** in detail what they have seen and heard and when they did so. Any comment by the child concerned, or by an adult (who might be the abuser), should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.
- 3. Report** suspicions, on the same day, to a DSL.

#### *A third party expresses concern*

The member of staff to whom a third party expresses concern must:

- 1. Observe** the behaviour and demeanour of the person expressing concern, if done in person.
- 2. Record** in detail what they have seen and heard and when they did so. Actual words used should be quoted where possible.
- 3. Report** suspicions, on the same day, to the DSL or Deputy DSL.

The third party may seek confidentiality and anonymity. Whilst being sensitive to this request, no guarantee should be given as, in the interests of the child and if legal proceedings should follow, the identity of the third party may have to be disclosed. Where another pupil expresses concerns, it should be remembered that such an action may be traumatic for the informer and support should be given.

#### An anonymous allegation is received

The member of staff in receipt of anonymous allegations about child abuse must:

1. **Record** in writing the words used, as far as possible, where the allegation is by telephone, or retain the paper, where it is in writing.
2. **Report** suspicions, on the same day, to the DSL or Deputy DSL.

#### Action by staff in all cases

1. The member of staff making the report must keep a signed record of when the allegations were reported to the DSL or Deputy DSL.
2. Information about the allegation must not be shared with any person other than a DSL.

#### Action by the DSL

In all cases of suspected abuse the DSL must:

1. **Ensure** the child is safe while taking action.
2. **Record** the actions and relevant information, clearly identifying what is fact and what is suspicion.
3. **Discuss** concerns immediately with the Head.
4. **Refer** any child believed to have suffered or to be likely to suffer significant harm to Children's Social care without delay, and will follow up any such referral in writing as quickly as possible (on the same day).

While anyone has the right and duty to report concerns to the LA Children's Service, Broomwood procedures are such that in all cases of suspected abuse the DSL must contact the LA Children's Service within 24 hours, stating the concerns and the basis for them.

The LA will decide what further action is necessary and whether this will involve a police investigation. Information must be shared with the minimum of people and the child concerned given clear avenues of support and communication.

If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Advisor, a MASH duty manager or directly from the Safeguarding Standards Service. (useful

numbers listed in Appendix 1, for more information on MASH referral please see Appendix 10).

#### What if the DSL is unavailable?

During term time the designated safeguarding lead (or deputy) is available (during school hours) for staff in the school to discuss any safeguarding concerns. The school's administration and facilities office remains open over the holidays and the DSLs can be reached through contacting the office.

If a member of staff is unable to locate or contact the DSL, deputies or head, they must not delay taking action. Staff should speak to their line manager or a member of the senior leadership team and / or advice should be taken from children's social care. The contact details are set out at the front of this policy.

Where a child is suffering, or is likely to suffer from harm, a referral to children's social care should be made immediately. Staff should be aware of the process for making referrals direct to MASH (or the police) themselves. Staff must inform the DSL or deputies, or a member of the senior leadership team, as soon as possible when they make a referral directly. All contact details are at the front of this policy.

In all other instances concerns should be passed on to the DSL as soon as possible – do not delay.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

#### Supporting a Pupil at School

If the DSL and deputies feel a child can be supported appropriately through internal school pastoral processes, these will be put in place to support and monitor the welfare of the child. Where required, the DSL will seek advice from external agencies.

#### Early Intervention and Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

All staff recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible. This involves identifying emerging problems; liaising with the designated safeguarding lead or other relevant colleagues; sharing information with other professionals to support early identification

and acting as lead professional in undertaking a multi-agency referral form (MARF) (previously early help assessment (EHA)).

- Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.
- If appropriate support is not available within school's own resources, a multi-agency referral form will be completed to identify the child's needs and enable additional support to be sought from other agencies.
- A Team Around the Child will be established where appropriate and a Lead Professional identified.
- if early help is in place the situation will be kept under constant review and consideration given to additional referrals (e.g. to social care) if the child's situation does not appear to be improving.
- Multi-agency referral forms will follow the Signs of Safety and Wellbeing model and in line with WSCP guidance such as adhering to the Wandsworth Threshold Document

Staff are aware of the potential need for early help where a pupil:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
  
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is misusing drugs or alcohol themselves;
- is looked after or has returned home to their family from care;
- is a privately fostered child.

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in a multi-agency referral form, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

### Action by the Head/SMT/SLT

Although the parent/carer will normally be contacted by the Head before a referral is made, including reporting concerns about radicalisation, their consent is not required when there are reasonable grounds to believe that a child is at risk of significant harm. Broomwood will carry out risk assessments where required and ensure any assessed risk is appropriately managed and key staff have been provided with the relevant information and with strategies to support safety and wellbeing of pupils and staff members.

### Vulnerable pupils in need of additional support

We will always ascertain the view and feelings of all children. Broomwood acknowledges the additional needs for support and protection of children who are vulnerable by virtue of:

- Special educational needs (SEN).
- Disability.
- Mental Health issues
- The effects of substance abuse within the family.
- Being a young carer.
- Joining the school mid-year.
- Having been excluded from school.
- Having English as an additional language, particularly if they are very young, and will use a translation service if necessary.
- Privately fostered child/Previously Looked After/Care Leavers/other children living away from home.

Broomwood will provide a school environment in which all pupils, including those with SEN, can feel confident and able to discuss their concerns, providing support with communication difficulties where needed, and differentiating appropriately.

The school recognises that children with SEN and disabilities or certain health conditions can face additional safeguarding challenges. The school understands that additional barriers can exist when recognising abuse and neglect in this group of children and provides additional pastoral support where needed. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges to identify whether action under this policy is needed.

The designated safeguarding lead will work with the Learning Support department, where necessary, to ensure that the needs of SEN and disabilities pupils in relation to child protection issues are responded to appropriately (e.g. for a child with particular communication needs).

Any concerns by children in these categories will be reported by the DSL to the relevant external agencies.

#### Children left at home alone

This is a fairly common occurrence but is potentially dangerous for children both physically and emotionally. If a member of staff is concerned about this, they should inform their Head who will discuss the situation with the Principal and DSL. The Head may decide to contact the parents, on their return, to express serious concern about the incident, highlighting the risks to the child.

Reassurance will be sought from the parents that such a situation will not be repeated. If such reassurance is refused and the child continues to be left at home alone, the LA Children's Services should be informed.

#### Contextual Safeguarding

- We understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside Broomwood or within.
- All staff, but especially the Designated Safeguarding Lead (or deputy), understand these extra familial issues and will ensure that the context within which such incidents and/or behaviours occur is considered, including whether the child is at risk of abuse or exploitation in situations outside their families.
- This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and influences are present in a child's life that are a threat or pose a risk to their safety and/or welfare.
- We understand that extra-familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- The school will contribute to the assessments and mapping processes, taking these extra familial risks into account and sharing relevant information with social workers and other professionals in order to enable all such factors to be taken into account when risk to children is being assessed.
- This will allow any assessment to consider all the available evidence and the full context of any abuse.

- Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.

#### Information Sharing and Multi-Agency Working

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the school's paramount concern.

The school has developed effective links with relevant agencies and co-operates as required with their enquiries regarding child protection matters, including attendance at child protection case conferences wherever possible and providing reports as a matter of course. The school will contribute to multi – agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.

The school understands that the UK GDPR and Data Protection Act 2018 provide a framework to ensure that personal information is shared appropriately and is proportionate and relevant. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

All requests for information are dealt with by the designated safeguarding lead who will provide a response in line with the school's statutory obligations.

The school follows the DfE guidance 'Information Sharing: advice for practitioners providing safeguarding services'. While the school will share information with those involved where and when it is appropriate to do so to promote the welfare and protect the safety of children, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

#### Transfer and Retention of Records

Where children leave the school, the designated safeguarding lead will 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 start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.



## **Teaching Pupils about Safeguarding**

The school pays particular attention to its practices, in particular through the PSHE programme, differentiated according to age and understanding of the pupil cohort, to help children adjust their behaviours in order to reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help. In particular, there are sessions on relationships and sex education which include amongst other things sexting, porn, child sexual exploitation and sexual bullying as well as sessions on e-safety, where children are taught to keep themselves safe on-line and understand the pupil acceptable use policy. The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities.

Regarding the latter, the school is aware of the importance of placing appropriate monitoring systems and filters and that these should not lead to unreasonable restrictions as to what young people can be taught with regard to online teaching and safeguarding.

Additionally, tutors work with their charges on developing resilience to the challenges the latter will encounter in life, including mental health problems or the possibility of radicalisation.

Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through PSHE education appropriate to their age and stage of development.

Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled

.

### **Reporting concerns**

Pupils are able to report any concerns directly to staff in person or by email.

Pupils are made aware of whom the DSL and deputy DSL(s) for their sites are. Information is supplied on posters around the school, students are made aware in assembly and the DSLs are discussed in discussions with form teachers.

Any pupil making a report will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and should be treated equally seriously. A pupil will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. A pupil will never be made to feel ashamed for making a report. It is important that reporting pupils understand that the law is in place to protect children and young people.

## **Communcation with Parents/Carers**

The school ensures that all parents are informed that it has a child protection/safeguarding policy and is required to follow WSCP guidelines in respect of reporting suspected abuse to Children's Social Care. The Safeguarding and Children Protection Policy is published to the school website.

Parents will be made aware of how the school's safeguarding system works and with whom they can discuss any concerns. Information will also be made available about any local and national telephone helplines.

In individual cases, parents will be notified of the schools' concerns at the earliest appropriate opportunity.

Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm. There may be circumstances when the DSL will need to consult the headteacher, the LADO, children's social care, the police and / or the pupil before discussing details with parents.

## **Private Fostering**

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

## **School Staff**

### **Recruitment**

Broomwood is committed to creating a safe environment for children and, as part of that, follows 'Safer Recruitment' procedures that help deter, reject or identify people who might abuse children.

All staff recruited to a school, and to any other sites in the Broomwood organisation, will be subject to appropriate identity, qualification, prohibition and health checks.

References will be verified and Enhanced Disclosure and Barring (DBS) criminal records checks undertaken. This applies to the following children and aspects that Broomwood offers:

- All EYFS provision both before, during and after school
- For children under the age of 8 years, Early Waiters and After School Club activities

The school will ensure compliance with Section 3 of Keeping Children Safe in Education in relation to recruitment, recruitment checks, online searches for shortlisted candidates, obtaining of references, s128 checks (where applicable) and information that must be included on the single central record (SCR).

The School will only use employment agencies which can demonstrate that they undertake all appropriate Safer Recruitment vetting checks on their supply staff.

### Volunteers

Any individual engaged by the School to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures. Volunteers who are not constantly supervised by an established member of staff will be subject to an enhanced DBS check and the same vetting procedures as paid employees. Volunteers will at no time be given responsibility for the personal care of pupils.

### Low Level Concerns

A 'low-level' concern is any concern – no matter how small, and even if no more than causing a sense of unease or 'nagging doubt' – that an adult working in the school may have acted in a way that is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work.

Further information on low-level concerns can be found in the staff Code of Conduct.

### Allegations of abuse against staff or volunteers

Broomwood takes seriously all allegations made against members of staff (including volunteers, temporary and visiting staff) that call into question their suitability to work with or be in a position of trust with children, whether made about events in their private or professional life.

We have procedures to deal with any allegations that a member of staff has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All concerns will be brought immediately to the attention of the Head or DSL. The LA's Designated Officer (LADO) must be informed, within one working day, of all allegations that appear to meet the criteria. There should be no suggestion that the school would investigate before referral to LADO. In Wandsworth and Lambeth, when making allegations against staff, all referrals are to be made using their LADO referral form. In Wandsworth the form needs to be emailed to the MASH team and in Lambeth direct to the LADO. The LADO also offers a consultation service, which supports those investigating an allegation or concern and provides expert advice. Every consultation with the LADO is followed up in writing to reflect the advice and guidance given. This means the school will have a clear record of their correspondence with the LADO, which provides important evidence (for example if they are inspected by OFSTED). It also holds the LADO accountable for the advice given. The LADO's contact details are:

For Wandsworth:

LADO	020 8871 7226	LADO@wandsworth.gov.uk
LA Designated Officer – Chantel Langenhoven	020 8871 7440	

For Lambeth:

Designated Officer (LADO)		LADO@lambeth.gov.uk
Andrew Zachariades	0207 926 4679	LADO@lambeth.gcsx.gov.uk
	07720 828700	(secure email)

Many cases may not meet the criteria set out above or may do so without warranting either a police investigation or enquiries by LA Children's Services. In these cases, local arrangements will be followed to resolve cases without delay.

All discussions should be recorded in writing and any communication with both the individual and the parents of the child/children agreed.

Some rare allegations will be so serious they will require immediate intervention by the LA Children's Services and/or police. In such cases, referral to the LADO will lead to a

strategy meeting or discussion being held in accordance with the DfE guidance and London SCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

The Head will advise the parents of their independent right to make a formal complaint to the police.

### Key points

If an allegation is made against a member of staff, quick resolution will be a priority.

- Where it is clear immediately that the allegation is unfounded or malicious, it should be resolved within one week.
- For allegations which do not involve a possible criminal offence and do not require formal disciplinary action, appropriate action should be instituted within three working days.
- If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

In response to an allegation, all other options will be considered before suspending a member of staff; suspension will not be the default option.

- An individual will only be suspended if there is cause to suspect a child or other children are at risk of significant harm or the case is so serious that it might be grounds for dismissal.
- If suspension is deemed appropriate, the reasons and justification will be recorded and the individual notified of the reasons.

Allegations that are found to be malicious will be removed from personnel records; and any that are unsubstantiated, unfounded or malicious, will not be referred to in employer references.

- Pupils that are found to have made malicious allegations are likely to have breached the school's Behaviour Policy.

When an allegation is made, the school and all staff are expected to make every effort to recognise the need for absolute confidentiality in these situations.

### Allegations against the Head or Principal

- If an allegation is made against the Head, the member of staff must inform the Principal directly and without first notifying the Head. The Principal must inform the LADO within 24 hours.
- If the allegation involves the Principal, the member of staff must inform the DSL and Head without delay and without first notifying the Principal. The Head must inform the LADO within 24 hours.

### Whistleblowing

In terms of children's welfare and safeguarding, all staff have a responsibility to provide a safe environment in which children can learn. Reporting concerns about another member of staff ensures that the school is able to address problems promptly and openly and deters any suggestion of collusion in poor practice. Apparently minor incidents of misconduct may escalate with serious consequences if not confronted. Staff are advised to follow the neutral notifications policy.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by Broomwood, or they may be under stress and be relieved when their conduct is questioned. Those who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the welfare of the whole school community.

### Barriers to whistleblowing

Individuals may worry that they have insufficient evidence to raise a concern; that they will set in train an unstoppable chain of events; that there will be adverse repercussions for their career; that they may suffer harassment or victimisation; or that their suspicion or concern might be misplaced. These concerns are entirely understandable but staff should be reassured that whistle blowing procedures address these issues.

The Public Interest Disclosure Act 1998 and subsequent amendments protect employees from reprisals for public-interest whistle blowing. A person making a disclosure is protected in law provided they:

- Do so in good faith;
- Reasonably believe that the information disclosed and any allegation contained in it, are substantially true.

Staff may raise concerns anonymously. However it is harder to investigate anonymous concerns and it is easier to get protection under the Public Interest Disclosure Act if the concerns are raised openly; and it does not stop others from successfully guessing who raised the concern.

Broomwood will fully support staff and do all it can to protect them from any adverse repercussions that may arise from whistleblowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

### NSPCC Whistleblowing Helpline

The helpline provides support to employees wishing to raise concerns over how child protection issues are being handled.

The NSPCC Whistleblowing Advice Line can be reached on 0800 028 0285.

The advice line is not intended to replace any current practices or responsibilities of organisations working with children. The helpline advisors would encourage professionals to raise any concerns about a child to their own employer in the first instance. However, the advice line offers an alternative route if whistleblowing internally is difficult or professionals have concerns around how matters are being handled.

More information on the helpline is available on the NSPCC website.

You can also find useful information at: <https://www.gov.uk/whistleblowing>

#### Notification to the Disclosure and Barring Service

Staff (whether employed, contracted, a volunteer or student) who are formally disciplined for the mistreatment of pupils, or who resign before disciplinary action can be completed, will be notified to the Disclosure and Barring Service (DBS) within one month.

In the event that the dismissal does not reach the threshold for DBS referral, the school will make a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed if they had not resigned) if they felt that the member of staff displayed 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or 'a conviction at any time for relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in "Teacher Misconduct: the Prohibition of Teachers (October 2015)" and on the TRA website.

#### Support for Staff

Members of staff who have been dealing with child protection issues may find the situation stressful or upsetting. We understand this and will ensure that they are supported.

Staff may also be concerned about being sued for defamation. To be defamatory a statement must first be untrue. If subsequently it is shown to be untrue, their statement will be protected by "qualified privilege" provided it is not motivated by malice and was made to the appropriate authority "in response to a duty, whether legal, moral or social or in the protection of an interest". Unjustified repetition of the allegations to other persons will not be protected by privilege.

## **Keeping Children Safe through the Everyday Life of the School**

### **Child Missing from School and from School Trips**

Parents are responsible for making sure their children come to, and are delivered to, the school safely. If a child goes missing from school or from home it may be an indicator of abuse or neglect. There is also a strong links between children going missing, serious youth violence, including knife crime; gang affiliation; criminal and sexual exploitation.

The following procedures should be followed if a child goes missing, with reference made to the Safeguarding Policy if appropriate:

#### **Procedures to ensure all pupils are present**

- On arrival, all pupils are registered on the school's database system.
- If a pupil is not present the office staff will attempt to contact the parents or guardians of the pupil to find the reason for the absence. As the pupils get older, some will travel to school unaccompanied. Parents are asked to make sure the school is aware of this and the school will follow up on any non-appearance in the same way.
- Pupils are registered again for the afternoon session.
- As well as these formal measures, staff should do informal checks on the class during the day particularly if they are moving around, leaving the building or going on transport.

#### **Procedures in the case of a child missing during the school day**

If a member of staff is concerned that a pupil is missing they should firstly:

- Check with the school office to see if there is any explanation for the absence.
- Staff in the school office should then check whether the pupil is elsewhere in the school.
- If there are still concerns, then a member of the SLT should be contacted immediately and the parents phoned for further checks.
- At this point, if the child is still missing, the police should be contacted (by calling 101) to report a missing child. In most cases there is an explanation, but it is still better to contact the police earlier rather than later.

#### **Curriculum**

- We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within our curriculum. We will ensure that the curriculum includes input about safe relationships and personal resilience, and is in line with Government regulations where relevant. We will ensure that the curriculum includes input about safe relationships and personal resilience, sexual education and health education and is in line with legislative changes which came into force for September 2020.



- In planning curriculum input in relation to online safety we will ensure materials are differentiated to take account of the different ages, levels of understanding and vulnerabilities of our pupils so that all pupils are enabled to access this input effectively.
- We acknowledge that as well as providing a variety of positive opportunities, the use of technology has become a significant component of many safeguarding issues, and can provide the platform that facilitates exploitation of children and young people. For more information see the section on 'Online Safety' above.

Broomwood will promote "Healthy School" status through the curriculum with the aim of:

- Developing an ethos and environment which encourages a healthy lifestyle for pupils.
- Ensuring that food and drink available across the school day, reinforces the healthy lifestyle message.
- Providing high quality Physical Education and sport to promote physical activity.
- Promoting an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

#### First Aid & Medical Plans

- Except in cases of emergency, first aid will only be administered by qualified First Aiders.
- If it is necessary for the pupil to remove clothing for first aid treatment there will, wherever possible, be another adult present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity. For further information refer to the Intimate Care Policy.
- Pupils requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

#### Physical Intervention

- Staff should only use physical intervention in particular circumstances, and even then, the minimum force should be used to prevent harm.
- If an incident occurs which might otherwise be misconstrued, or should it become necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head and parents.
- Any physical restraint used will comply with DfE and Local Authority guidance.

#### Safety in Broomwood

- Entry to School premises is controlled by doors that are secured physically or by staff supervision. Authorised visitors to Broomwood will be logged into and out of the premises and will be asked to wear School visitor badges. Unidentified visitors

will be challenged by staff and reported to the Head or School Office.  
Carelessness in closing any controlled entrance will be challenge.

- The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the Police.
- Internal doors to classrooms will not be locked whilst pupils are present in these areas.
- All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.
- All computer use and internet access within Broomwood will be subject to appropriate content filters and internet safety rules in line with our ICT and e-safety policies.
- Photographic images of pupils in school or on school-organised activities may only be taken with the prior consent of Broomwood and then only in designated areas. If parents do not wish their children to be photographed and express this view in writing, their rights will be respected.
- Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times.

### Record Keeping

- If a pupil is withdrawn from Broomwood having not reached the normal date of transfer, due to a family move or any other reason, all efforts will be made to identify any new address, the School to which they are being admitted and the date they are due to start at this new school and to ensure that their educational records are sent without delay to that School. If the parent/carer fails to provide this information, an urgent referral will be made, by the Head, to the LA Children's Services.
- If this School receives educational records concerning a child who is not registered with us, the records will be returned to the sending School with a note advising them to contact to their LA Children's Services.
- If there is any doubt as to the identity of a pupil, advice will be sought from the relevant LA and other statutory agencies, as appropriate.
- We will maintain accurate records of those with Parental Responsibility for all pupils along with emergency contact details.
- A pupil's name will only be removed from the Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the relevant LA's Children's Service.
- The content of Child Protection Conference or Review reports prepared by the School will follow the headings recommended by the relevant LA Children's Service and will, wherever possible, be shared with the parents/carer in advance of meetings.
- Child Protection records will be sent to receiving schools separately and under a confidential cover.

For further information on record keeping see Appendix 9.

### **Monitoring and Review**

The Proprietor of Broomwood with direct responsibility for Child Protection and Safeguarding will conduct an annual review of the Broomwood Child Protection & Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged.

The DSL will report to the Proprietors on levels of child protection referrals made by Broomwood during the past year, training undertaken by school staff and any changes in legislation or national/local guidance.

Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.

Minutes of the review will be sufficiently detailed to demonstrate both breadth and depth of the review.

The Proprietors will ensure that they comply with their duties under legislation and that the policies, procedures and training in Broomwood are effective and comply with the law at all times.

### **Complaints**

All complaints arising from the operation of this policy will be considered under the individual Schools' complaints procedures, with reference to the LA's Strategic Lead Officer for Safeguarding in Education Services as necessary.

## **APPENDIX1: CONTACT DETAILS**

### Safeguarding Governor

Professor Mark Bailey	07469 258814	mark.bailey@dukeseducation.com
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### DSLs

Rose O'Lone (BPP)	020 8682 8793	r.olone@broomwood.com
Henri Dinger (BB)	020 8682 8837	h.dinger@broomwood.com
Will Morris (BG)	020 8682 8810	w.morris@broomwood.com

### Deputy DSLs

Joe Knight (BB)	020 8682 8888	j.knight@broomwood.com
Louisa McCafferty (BG)	020 8682 8810	l.mccafferty@broomwood.com
Rebecca Ewen (BG)	020 8682 8810	r.ewen@broomwood.com
Alex Ireson (BPP)	020 8682 8855	a.ireson@broomwood.com
Bethany Hicks (BPP)	020 8682 8855	b.hicks@broomwood.com
Anna Perkins (BB)	020 8682 8762	a.perkins@broomwood.com

### Also in receipt of DSL training:

Caron Mackay (BPP)	020 8682 8809	c.mackay@broomwood.com
Kelsey Crebo (BG & BPP)	020 8682 8810	k.crebo@broomwood.com
Chris Smith (Holiday Camps)	0208 682 8888	c.smith@broomwood.com

### Wandsworth Safeguarding Children Board

Any serious child protection concerns should be reported to Wandsworth MASH (MultiAgency Safeguarding Hub), a multi-agency team of professionals who work together to share information and make child protection decisions:

Wandsworth MASH	020 8871 6622 (option 1)	<a href="mailto:mash@richmondandwandsworth.gov.uk">mash@richmondandwandsworth.gov.uk</a>
Emergency out of hours	020 8871 6000	

Allegations against staff should be referred to the LADO (Local Authority Designated Officer):

LADO	020 8871 7226	LADO@wandsworth.gov.uk
LA Designated Officer – Chantel Langenhoven	020 8871 7440	

Wandsworth's Safeguarding in Education Adviser is:

Odette Milsome	020 8871 7961	<a href="mailto:odette.milsome@richmondandwandsworth.gov.uk">odette.milsome@richmondandwandsworth.gov.uk</a>
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### Lambeth Safeguarding Children Board

Lambeth Early Help and Child Protection referrals are now processed by the Lambeth Integrated Referral Hub (formerly First Response Team)

Lambeth Integrated Referral Hub (IRH)	020 7926 3100	<a href="mailto:helpandprotection@lambeth.gov.uk">helpandprotection@lambeth.gov.uk</a>
9am – 5pm		secure emails can be sent to: <a href="mailto:help.protection@lambeth.cjsm.net">help.protection@lambeth.cjsm.net</a>
Out of Hours	020 7926 1000 020 7926 5555 (24 Hrs Public line)	

Allegations against staff should be referred to the LADO (Local Authority Designated Officer):

Designated Officer (LADO)		LADO@lambeth.gov.uk
Andrew Zachariades	0207 926 4679	LADO@lambeth.gcsx.gov.uk
	07720 828700	(secure email)

Lambeth Safeguarding Managers – for advice, guidance and training:

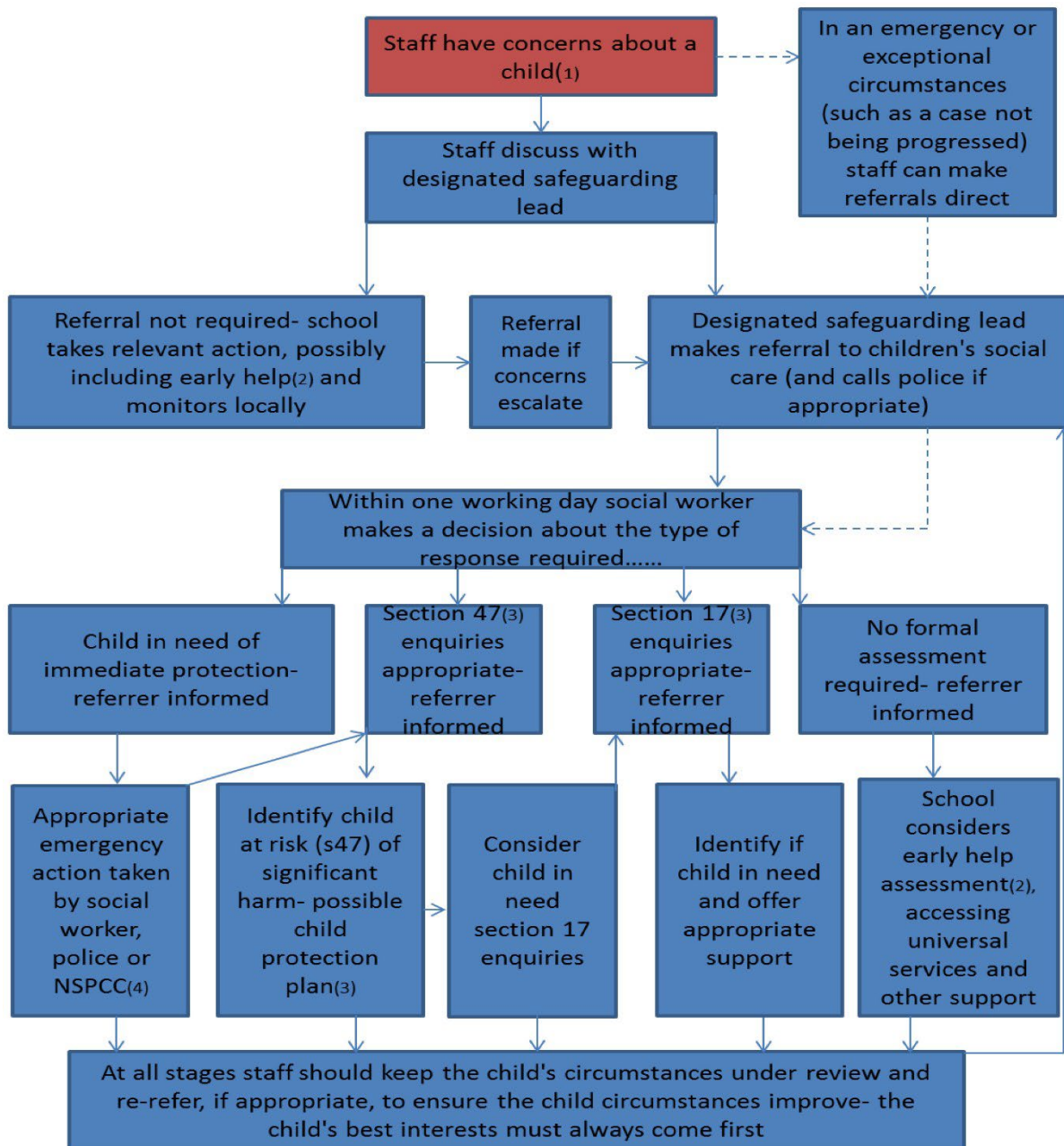
Denys Rasmussen	020 7926 8915	<a href="mailto:drasmussen@lambeth.gov.uk">drasmussen@lambeth.gov.uk</a>
EYFS & Primary Schools	07785 660426	

Sarwan Singh Jandu	020 7926 9643	sjandu@lambeth.gov.uk
Primary & Secondary Schools	07976 490051	

Other useful contact details:

Police Non-Emergency	101	
Police Anti-Terrorist Hotline	0800 789 321	
DfE Helpline (Extremism)	020 7340 7264	counter.extremism@education.gsi.gov.uk
Disclosure and Barring Service	01325 953 795	<a href="http://www.gov.uk/government/organisations/disclosure-and-barring-service">www.gov.uk/government/organisations/disclosure-and-barring-service</a>
Ofsted – Concerns Helpline	0300 123 1231	
Wandsworth safety net	020 7801 1777	
For Independent Domestic Abuse Advisors		
NSPCC Freephone Child protection helpline	0808 800 5000	
NSPCC Whistleblowing Advice Line	0800 028 0285	

## APPENDIX 2: REFFERAL FLOW CHART



### **APPENDIX 3: CHILDREN ABSENT FROM EDUCATION**

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Local Authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are absent from education in their area. This requires a co-ordinated approach across schools, relevant Local Authority sections and other agencies to ensure good monitoring systems are in place.

A child is absent from education is a potential indicator of abuse or neglect. The school will follow their established procedure for unauthorised absence and for following up children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them being absent in future.

The school has both an admissions register and an attendance register, and all pupils are placed on both registers. Pupils will be entered on the admissions register at the beginning of the first day on which the school has agreed the pupil will attend the school. If the pupil fails to attend the school will undertake reasonable enquiries to establish their whereabouts.

The school will make reasonable enquiries (jointly with the Local Authority) to establish the whereabouts of a pupil who ceases to attend, before deleting the child from roll if the deletion is under regulation 8(1), sub paragraphs (f)(iii) and (h)(iii) (see table below).

The school will inform the Local Authority of any pupil who is going to be removed from the admission register at a non-standard transition point, under any of the grounds listed in the regulations (see table below).

The notification will be made in accordance with the Local Authority's standard procedure.

The notification should be made as soon as the grounds above are met and prior to removal. This is essential so that the Local Authority can take appropriate follow up action when required.

The school will also notify the Local Authority within 5 days of adding a pupil's name to the admission register at a non-standard transition point in accordance with the Local Authority's standard procedure.

In line with the safeguarding duties of the school, all unexplained pupil absences will be investigated. The school must inform the LA of any pupil who fails to attend school, or has been absent without permission for a continuous period of 10 school days or more.



Established procedures will be followed, but each case needs to be treated on its own merits, taking into account all the facts of the case. Some children are at particular risk, and may also need referral to social care.

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended	
1	8(1)(a) – where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) – except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) – where a pupil is registered at more than one school, and in a case not falling within subparagraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) – in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) – except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) – in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that – <ul style="list-style-type: none"> <li>(i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;</li> <li>(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and</li> <li>(iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.</li> </ul>

7	8(1)(g) – that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) – that he has been continuously absent from the school for a period of not less than twenty school days and

	<p>(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);</p> <p>(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and</p> <p>(iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.</p>
9	8(1)(i) – that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) – that the pupil has died
11	<p>8(1)(k) – that the pupil will cease to be of compulsory school age before the school next meets and</p> <p>(i) the relevant person has indicated that the pupil will cease to attend the school; or</p> <p>(ii) the pupil does not meet the academic entry requirements for admission to the school’s sixth form</p>
12	8(1)(l) – in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school
13	8(1)(m) – that he has been permanently excluded from the school
14	8(1)(n) – where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school

15	8(1)(o) where— <ul style="list-style-type: none"> <li>(i) the pupil is a boarder at a maintained school or an Academy;</li> <li>(ii) charges for board and lodging are payable by the parent of the pupil; and</li> <li>(iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate</li> </ul>
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#### **APPENDIX 4: ROLE OF DESIGNATED SAFEGUARDING LEAD (DSL)**

The DSL is the cornerstone of day-to-day safeguarding in the school and should be the first port of call for any safeguarding issues.

The role of the DSL should be held by an appropriate senior member of staff, who is a member of the school's leadership team.

The DSL takes lead responsibility for safeguarding and child protection practice in the school and this should be explicit in their job description.

The DSL must have appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to:

- Provide advice and support to other staff
- To take part in CP meetings, strategy discussions and other multi-agency meetings (and / or support other staff to do so)
- To contribute to the assessment of children

Schools should also ensure that they have at least one, appropriately trained, deputy DSL. The DSL (or a deputy) should be available at all times during the school day for staff to discuss any safeguarding concerns.

The activities of the DSL can be delegated to a trained deputy DSL, but the ultimate lead responsibility for CP, as set out in the guidance, remains with the nominated lead and this responsibility cannot be delegated.

Key responsibilities include:

- Responsibility for following up concerns and making appropriate referrals (these may be to early intervention / targeted support services, health, social care, CAMHS, Channel programme, police, DBS etc)
- Information gathering, effective monitoring systems and recording
- Liaising with other agencies as required

- Liaising with parents / carers when there are concerns
- Liaising with the Headteacher / Principal to inform him or her of key issues
- Liaising with case manager in the event of an Allegation Against a Professional
- Liaising with all staff on safeguarding matters and
- Acting as a source of support, advice and expertise for staff
- Encouraging a safeguarding ethos across the whole school community and a culture of listening to children and taking account of their wishes and feelings
- Keeping the best interests of the child, or children, in mind at all times when responding to safeguarding matters
- Oversee online-safety

### Training

The DSL (and any deputies) should undergo training at Level 3 to provide them with the knowledge and skills to carry out the role. This is updated 2-yearly.

They must also attend Prevent training.

Their knowledge and skills must be updated at least annually to allow them to understand and keep up with any developments relevant to their role.

The DSL should undertake relevant training and cascade information or, where relevant, organise additional briefings or training input for staff to ensure that staff are aware of issues such as those listed below, understand the indicators and recognise the complexities of these issues for young people. The main issues are:

- Child Sexual Exploitation
- Female Genital Mutilation
- Radicalisation
- Illness Fabricated and Induced
- Domestic Abuse
- Violence in the name of Honour
- Children missing education
- Children and the court system
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- County lines
- Honour Based Abuse (HBA)
- Homelessness
- Child-on-child abuse and knife crime and serious youth violence (For further information on knife crime, see Appendix 8).
- Sexual violence, sexual harassment and upskirting

### Policy and procedures

The DSL should ensure there is a safeguarding policy which is reviewed and updated annually (as a minimum); that the policy and procedures are known to, and understood by, all staff in the school; that the policy is available to parents and they understand the school's safeguarding responsibilities and that referrals may be made.

Furthermore, in accordance with Annex C of KCSIE, key responsibilities of the DSL include:

### Managing referrals

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
  
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### Working with others

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the three safeguarding partners
- liaise with the headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – PACE m C 2019.;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leaders and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that the children's needs are considered holistically; and
- act as the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;

- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced
- be aware of pupils who have a social worker

### Raising Awareness

- ensure the school's child protection policies are known, understood and used appropriately;
  - ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this;
  - ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
  - link with the local WSCP to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- 
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### Training

The designated safeguarding lead and deputies will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively.

The DSL and deputies should undergo training at an appropriate level to provide them with the knowledge and skills to carry out the role. The deputy DSLs should be trained to the same standards as the DSL. This training should be updated every two years. They must also attend Prevent training.

Their knowledge and skills must be refreshed at regular intervals and at least annually to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
  - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
  - ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
  - are alert to the specific needs of children in need, those with special educational needs and young carers;
  - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
  - understand the importance of information sharing, both within the school, and with the WSCP, other agencies, organisations and practitioners;
  - are able to keep detailed, accurate, secure written records of concerns and referrals;
  - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
  - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- 
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
  - obtain access to resources and attend any relevant or refresher training courses; and
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

#### Specific safeguarding issues

Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary.

The DSL and deputies will attend relevant training and ensure that staff are aware of issues such as child sexual exploitation, harmful sexual behaviours, child on child abuse, female genital mutilation, illness fabricated and induced, domestic abuse and honour based abuse, understand the indicators and recognise the complexities of these issues for young people.

### Child Protection file

Where children leave the school the DSL ensures their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

On receiving a child protection file, the DSL will ensure that key staff are aware as required, including the SENCo.

### Child protection plans

Where a pupil at the school has a child protection plan, the school will ensure that:

- The child's social worker is notified of any pupil subject to a child protection plan who is absent from school without explanation for more than 2 days.
- Any new concern or relevant information about a child subject to a child protection plan will be passed to the child's allocated social worker without delay.
- If a child subject to a child protection plan leaves the school, records will be transferred to the new school without delay and the child's social worker informed of the change.

### Recordkeeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The records created in accordance with this policy may contain personal data. The school has a number of privacy notices which explain how the school will use personal data for the benefit of pupils and parents. The privacy notices are published on the school's website. In addition, staff must ensure that they follow the school's data protection policies and procedures when handling personal data created in connection with this policy. This includes the school's data protection policy and information security policy.

The DSL ensures there is an effective recording system for safeguarding matters, which is kept securely and confidentially with access restricted to those members of staff who have a lead role. Incidents of bullying, sexual harassment and violence are logged and reviewed for behavioural trends.



Safeguarding concerns are recorded iSAMS. This system is available to all staff (with access restrictions put in place where required).

All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.

#### **APPENDIX 5 RESPONSIBILITIES OF THE BOARD OF GOVERNORS AND PROPRIETOR**

- a) To ensure safeguarding and child protection underpin all relevant aspects of process and policy development, and that processes and policies operate with the best interests of pupils at their heart.
- b) To ensure policies, procedures and training in the schools are effective and comply with the law at all times.
- c) To ensure there is a nominated governor for safeguarding, who takes leadership responsibility at Board level for all safeguarding matters.
- d) To ensure the nominated governor has the required knowledge, skills and expertise to take leadership responsibility for the school's safeguarding arrangements.
- e) To ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.
- f) To ensure there is an effective Safeguarding Policy in place, which is consistent with KCSIE (Sept 2023), Working Together (2018) and the requirements of the Westminster's Local Safeguarding Children's Partnership (LSCP).
- g) To ensure the policy is available publicly on the school's website.
- h) To ensure child protection files are maintained, which show a clear chronology and the reason for decisions taken.
- i) To ensure there are other appropriate policies and procedures in place to safeguard and promote children's welfare including, but not limited to, a Staff Code of Conduct, Anti-bullying Policy and Behaviour Policy and Relationships & Sex Education Policy.
- j) To ensure that each Dukes organisation has a written behaviour policy and that it is made available to parents through a website or on request. The behaviour policy should take into account the guidance provided below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

- k) To ensure there is an effective Staff Code of Conduct (including online conduct) which is implemented throughout the school.
- l) To ensure that the school holds at least two emergency contact numbers for each child.
- m) To ensure that safer recruitment procedures are followed in accordance with Part 3 of KCSIE and that all relevant checks are carried out on all staff before starting their employment and recorded in the school's Single Central Record (SCR).
- n) To ensure IT systems have appropriate filters installed without unduly restricting access for educational purposes.

As part of this process, the Board of Governors will ensure that the school undertakes regular monitoring of filtering systems in place and regularly reviews their effectiveness. (KCSIE 2023, paragraph 141).

The Board of Governors should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

- o) The Governing Body will ensure there are policies and procedures in place regarding pupils accessing the internet in school. The Governing Body will be doing all that it reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, the Governing Body will ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. The Governing body will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. m) To have policies and procedures in place regarding pupils accessing the internet in school.
- p) To have policies and procedures in place relating to the use of cameras and technology within the EYFS.
- q) A review of the Safeguarding Policy at least annually (and in the case of a serious incident), including an update and review of the effectiveness of procedures and their implementation. The annual review of safeguarding forms part of the summer term Governors' Review Meeting. A termly report is sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board by the DSL or the Head.

- r) Governing Bodies and proprietors should ensure that **ALL** governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction. This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated. (KCSIE 2023, paragraph 81).
- s) Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.
- t) The Proprietor and the Board of Governors will be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their multi-agency safeguarding arrangements. Governors of independent schools as non-public entities however do not have to follow requirement as laid down in the Public Sector Equality Duty (PSED). (KCSIE 2023, paragraph 82).

## **APPENDIX 6: GUIDANCE FOR SCHOOLS RE CHILDREN WHO ABUSE OTHER CHILDREN**

### **Introduction**

Managing situations where children have been abused by other children can be complex and stressful. For the purpose of this document 'child' refers to any child or young person up to the age of 18 years.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse, verbal abuse.

When dealing with such allegations, professionals should be mindful that there is significant research evidence to suggest that children who behave in a sexually inappropriate and / or aggressive way towards other children are often victims of abuse themselves.

There is also significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children.

Where an allegation is made regarding alleged abuse perpetrated by another child, the age and understanding of the alleged perpetrator must be considered throughout decision making.

The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred.

The focus of involvement with the alleged perpetrator and their family will be both to determine risks to and from the child concerned within the parameters of the Children Act 1989, and to manage allegations against them within the criminal justice framework.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

All staff will be made aware of indicators which may signal that children are at risk from, or involved in, serious violent crime. They will be provided training and information about the associated risks and the measures in place to manage these, in line with Home Office guidance "Preventing youth violence and gang involvement" and the OFSTED report "Safeguarding children and young people from knife crime".

### Process

When an instance of child on child abuse comes to light, is disclosed or where there is evidence to indicate it has occurred, a referral should be made to children's social care in respect of both children concerned. The interests of the identified victim must always be the paramount consideration.

Where the allegation relates to an incident that took place within the school, or relates to pupils attending the same school the school should:

- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident (s)
- Keep a detailed log of actions, discussions and decisions
- Carry out a risk assessment and put a risk management plan in place if necessary – ensure that non-teaching times are considered, especially times when pupils are moving around the school as the child who has been harmed may feel very vulnerable at such times
- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening ,comments

- Contact parents where possible (unless advised otherwise, or serious concern re further risk to child or in particularly complex situations eg sexual exploitation – in these instances seek advice)
- Consider whether the situation warrants information being shared with other parents in the school (eg where press coverage is likely) and seek advice

The decision as to whether or not behaviour directed at another child should be categorised as harmful is clearly dependent on the individual circumstances of the case. It may be helpful to consider the following factors:

- The relative chronological and developmental age of the two children
- Whether the alleged abuser is supported or joined by other children
- Any differential in power or authority (eg related to race, gender, physical, emotional or intellectual vulnerability of victim)
- The actual behaviour (consider all factors)
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
- The degree of coercion, physical aggression, intimidation or bribery
- The victim's experience of the behaviour and the impact it is having on them
- Attempts to ensure secrecy
- Duration and frequency of behaviour

In such cases the needs of each child should be separately considered by social care. In cases where a significant incident has occurred or the alleged incident is of a serious nature the usual process will involve a separate strategy meeting in respect of each child, and s47 enquiries initiated, which will involve discussion with police (CAIT). Different social workers should be allocated for the child who is the victim and the child who has harmed, even if they are living in the same household. Police will decide whether an alleged offence should be subject to criminal investigation.

If the investigation / assessment concludes that the allegations are substantiated, the children should not necessarily be expected to continue their education in contact with each other. The child(ren) responsible for the abuse should be moved if necessary. The views and wishes of the child who has been abused and their parents should be appropriately considered in the decision making.

Once initial actions have been taken and processes are in place consideration should be given to the provision of on-going support / counselling for the children involved, where appropriate / necessary.

Additional guidance is available via the London Child Protection procedures:  
[http://www.londoncp.co.uk/chapters/ch\\_harm\\_others.html](http://www.londoncp.co.uk/chapters/ch_harm_others.html)

## **APPENDIX 7: GUIDANCE FOR SCHOOLS RE CHILD ON CHILD SEXUAL VIOLENCE**

## **AND SEXUAL HARASSMENT**

### **Victims and Alleged Perpetrators**

There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this advice, we use the term 'victim'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

We also use the term 'alleged perpetrator' and where appropriate 'perpetrator'. These are widely used and recognised terms and the most appropriate to aid effective drafting of advice. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

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.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

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

Schools need to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Children need to understand that sexual violence or sexual harassment will not be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys" and that challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts will not be tolerated as this risks normalising such behaviour.

We understand that such behaviours may reflect wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) is important.

Some pupils (eg those with SEND, or those who are LGBT) can be particularly vulnerable. Schools also need to be aware that staff can also be victims of sexual violence or harassment and have strategies to protect staff.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person with his penis, that person does not consent to the penetration and he does not reasonably believe that they have consented.
- **Assault by Penetration:** A person commits an offence if: s/he intentionally penetrates the vagina or anus of another person with a part of her/his body or anything else, the penetration is sexual, that person does not consent to the penetration and s/he does not reasonably believe that they have consented.
- **Sexual Assault:** A person commits an offence of sexual assault if: s/he intentionally touches another person, the touching is sexual, that person does not consent to the touching and s/he does not reasonably believe that they have consented.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16. However, it is recognised that between the ages of 13 and 16 sexual activity may be considered by the young people to be consensual. In cases where the sexual activity is mutually agreed and non-exploitative then it is not intended to instigate criminal proceedings. An assessment against risk factors should be carried out to assist in decision making in relation to safeguarding.
- sexual intercourse without consent is rape.

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- ‘upskirting’ (which is now a criminal offence) – this typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

Preventative programmes should be developed to be age and stage of development appropriate and tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and • addressing cultures of sexual harassment.

Responding Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any report.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the DSL (or a deputy) taking a leading role, using their professional judgement and being supported by other agencies, such as children’s social care and the police as required.



Disclosures from children should be dealt with sensitively in line with guidance about any safeguarding disclosures. The child should be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

The DSL (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

It is important that the DSL (and their deputies) are clear about the local process for referrals and follow that process.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

The wishes of the victim in terms of how they want to proceed should be taken into account. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how things are being taken forward.

Additional guidance is available in Part 5 of KCSiE and:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

## **APPENDIX 8: SAFEGUARDING SEXUALLY ACTIVE YOUNG PEOPLE (UNDER 18S)**

The London Child Protection Procedures has several supplementary procedures. One of these is the Procedure for Safeguarding Sexually Active Children (remembering that all young people are deemed to be a child in law until their eighteenth birthday). These are designed to help professionals identify those children and young people whose sexual relationships may be abusive.

A child under the age of 13 is not legally capable of consenting to sexual activity. Any suspicion that a child under 13 is involved in sexual activity should be discussed with the nominated child protection lead in the organisation. Under the Sexual Offences Act 2003 penetrative sex with a child under 13 is classed as rape. All cases such as these must be referred to Children's Specialist Services.

Sexual activity with a child under 16 is also an offence. However, it is recognised that between the ages of 13 and 16 this activity may be consensual. There should still be consideration as to whether this should be discussed with or referred to Children's Specialist Services as there may still be serious consequences for the young person, but no automatic requirement to do so. The younger the child the stronger the presumption must be that sexual activity may be harmful

It is also accepted that it is not always in the best interests of child for criminal proceedings to be instigated. In cases where the sexual activity is mutually agreed and non-exploitative then it is not intended to instigate criminal proceedings.

The first duty is to safeguard and promote the welfare of young people and professionals should be aware that the duty of confidentiality is not absolute in matters such as this. There may be other children involved, for example siblings, and sharing information may be required in law.

Sexual activity between the ages of 16 and 17 will not be an offence but may still involve risk or harm and so particular factors still need to be considered.

Professionals working with children need to consider how to balance children's rights and wishes with their responsibility to keep children safe from harm.

Underage sexual activity should always be seen as a possible indicator of child sexual exploitation.

In order to assess whether the relationship is harmful the following factors should be discussed:

- Is the young person competent to understand and consent to sexual activity?

- The child's living conditions (any other types of concern/ other statutory agencies involved)
- Age differences in the relationship
- Whether the child has a disability
- Power imbalances in the relationship
- Whether aggression, coercion or bribery could have been involved
- Whether the child may have been disinhibited by substances or alcohol
- If attempts had been made to keep the matter secret (beyond what would normally be expected)
- Have there been attempts at 'grooming' (through gifts, treats, money, drugs or developing a relationship with the child or their parents)
- Whether the partner is known to have had previous concerning relationships.

If there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm then a strategy meeting will be held to share concerns and agree action.

**It is the responsibility of individual members of staff to ensure that the relationship they develop with pupils or students cannot be misinterpreted or developed beyond the professional. It is an offence for anyone in a position of trust or authority in relation to a young person to have a sexual relationship with a child or young person up to the age of 18.**

## **APPENDIX 9: SAFEGUARDING CHILDREN AND YOUNG PEOPLE FROM SERIOUS YOUTH VIOLENCE AND KNIFE CRIME**

One of the key issues causing a high level of concern nationally (and particularly in London) is the increase in knife crime and other forms of serious youth violence.

There is growing evidence of the strong links between children going missing, serious youth violence, gang affiliation, criminal and sexual exploitation which highlights the importance of safeguarding and targeted intervention with these groups of young people.

It is important to remember that knife crime does not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities.

As a school we will ensure that staff members are provided with training in these issues so that they have the knowledge and skills to recognise signs that a pupil may be vulnerable to, or potentially becoming involved in, violent behaviour or knife crime.

We will ensure that all staff are aware of the processes to be followed in the event of a serious incident involving a pupil or pupils of this school.

We will ensure that our DSLs and other key staff have received an appropriately enhanced level of training to respond effectively, take the appropriate actions and are able to support other staff members in following the expected processes.

We will ensure that systems are in place to provide effective support to any pupils (or family members of a young person eg siblings) who have been victims of a serious incident or involved in a serious incident (as a witness or participant).

We will provide support to any staff members who have been affected by a serious incident.

We will review our curriculum regularly and ensure that our pupils are provided with robust input in relation to the risks of becoming involved in gangs, carrying weapons and getting involved in criminal activities. We will ensure this curriculum input is in line with national and local guidance, is age and level-of- understanding appropriate for our pupil cohort, and will engage external contributors to provide this input where that is relevant or appropriate.

Pupils will be made aware of the dangers of grooming and criminal exploitation and how to safeguard themselves.

When concerns are emerging about any pupil or group of pupils we will make referrals to relevant and appropriate Early Help / Intervention Services.

If serious incidents or concerns arise, referrals will be made as appropriate to specialist services (eg Social Care, Police and Health, including CAMHS).

School will raise awareness with parents / carers about the dangers of grooming and criminal exploitation and parents / carers will be given advice and strategies to support them in keeping their children safeguarded.

Where there are concerns about a child or young person, their parents will be signposted to appropriate services who can work with their family to provide support and reduce risk.

We understand the need for robust multi-agency working when these instances occur and will fully engage as a school with other agencies in the Local Safeguarding Children Partnership and contribute to effective information sharing processes.

Information will be routinely and mutually shared between the school and other safeguarding partners, including the Metropolitan Police, (via the protocol and memorandum of understanding) for the purpose of safeguarding children and young people.

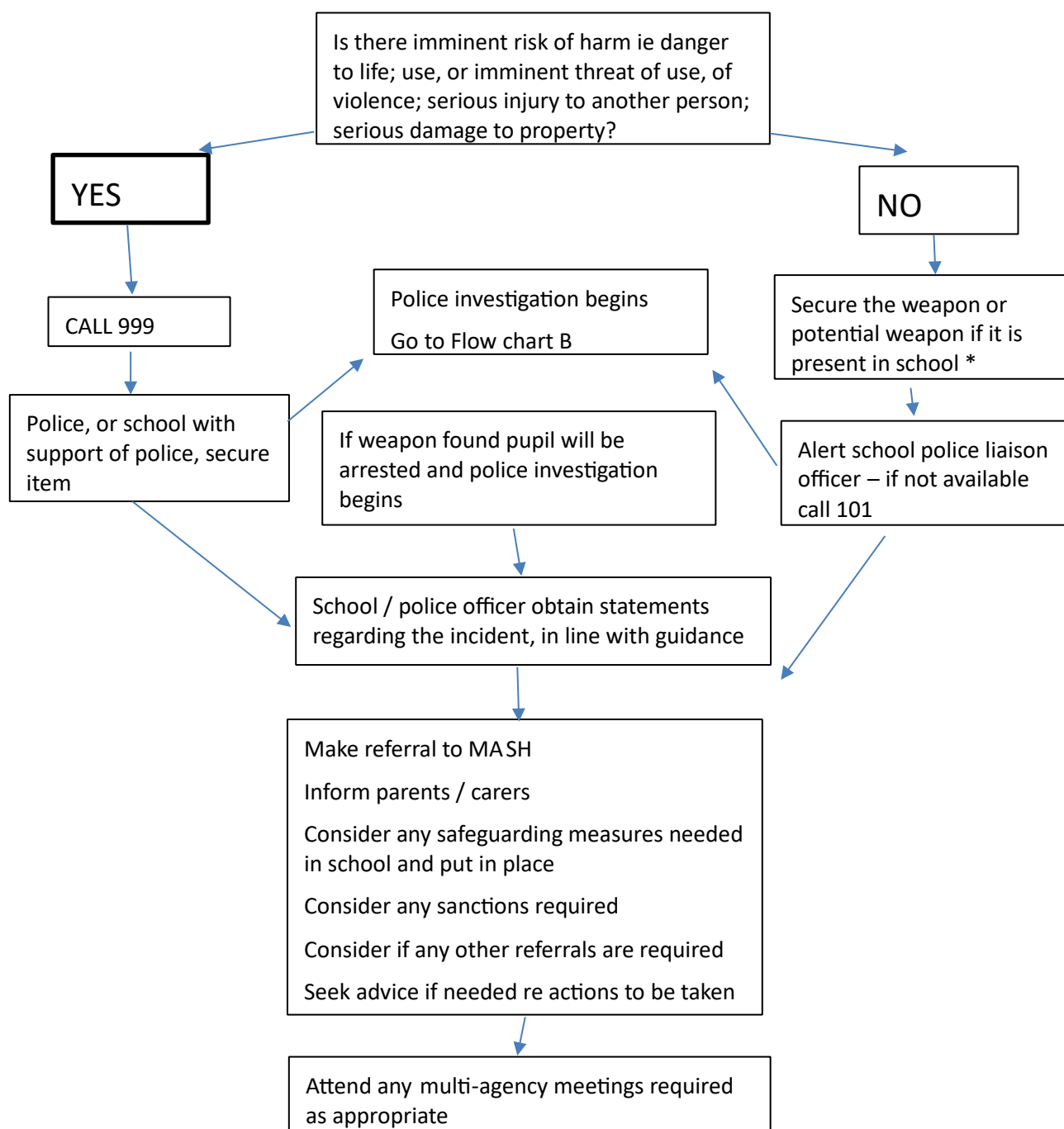
We recognise the complexity of the backgrounds and circumstances for some young people and that exclusion from school / education is a key factor in increasing the vulnerability of young people to possible exploitation or risk.

We will therefore ensure that any decisions about exclusion or managed move should balance the needs of the individual child or young person, and the safeguarding of other pupils / staff in school generally, as well as the safety of any other individual pupil who may have been harmed or placed at risk by the behaviour of another.

The Exclusion Policy of the school reflects the practice set out in the DfE statutory guidance and the LA strategic response to permanent exclusions.

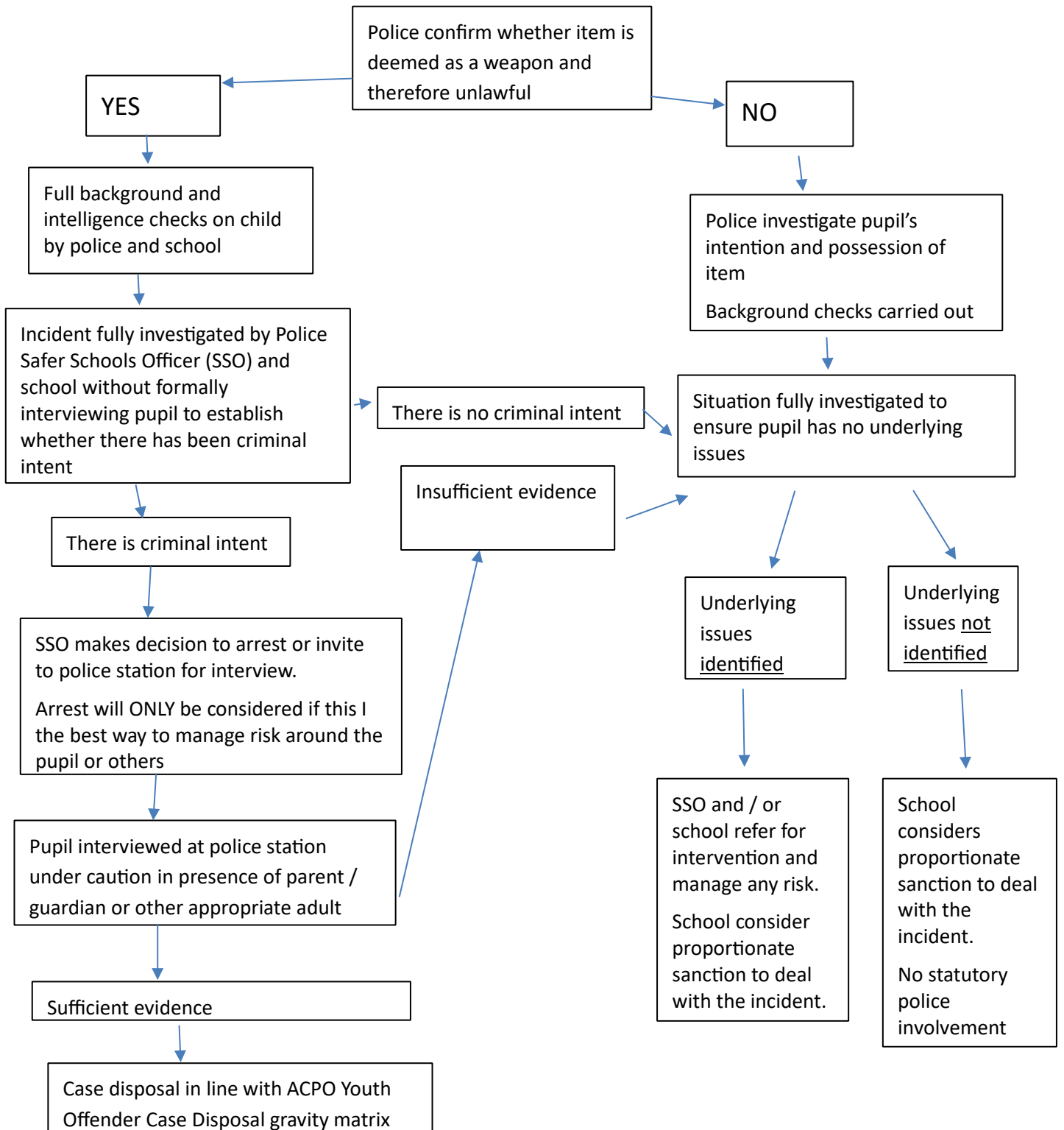
The following flow charts explain the processes for schools in relation to different aspects of serious youth violence and knife crime:

Flow Chart A – pupil has a weapon or is believed to have a weapon:

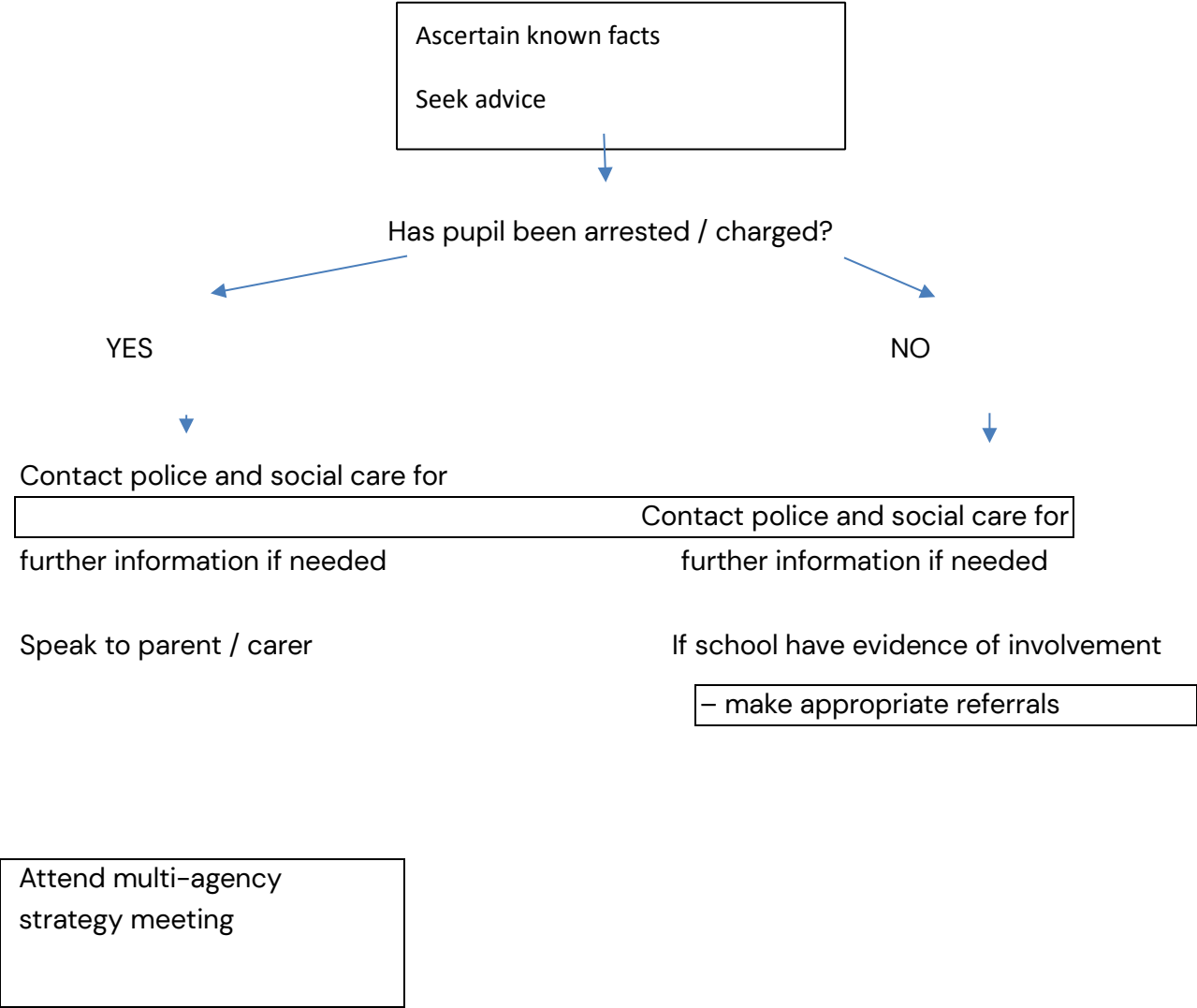


\*Please note: if a weapon is being secured it is important that it is not directly touched if possible. Police can supply a kit box with weapons tubes, gloves etc. Locations may also need to be searched in case a weapon has been secreted or ditched. Any pupil suspected of having a weapon should be closely monitored until search can take place.

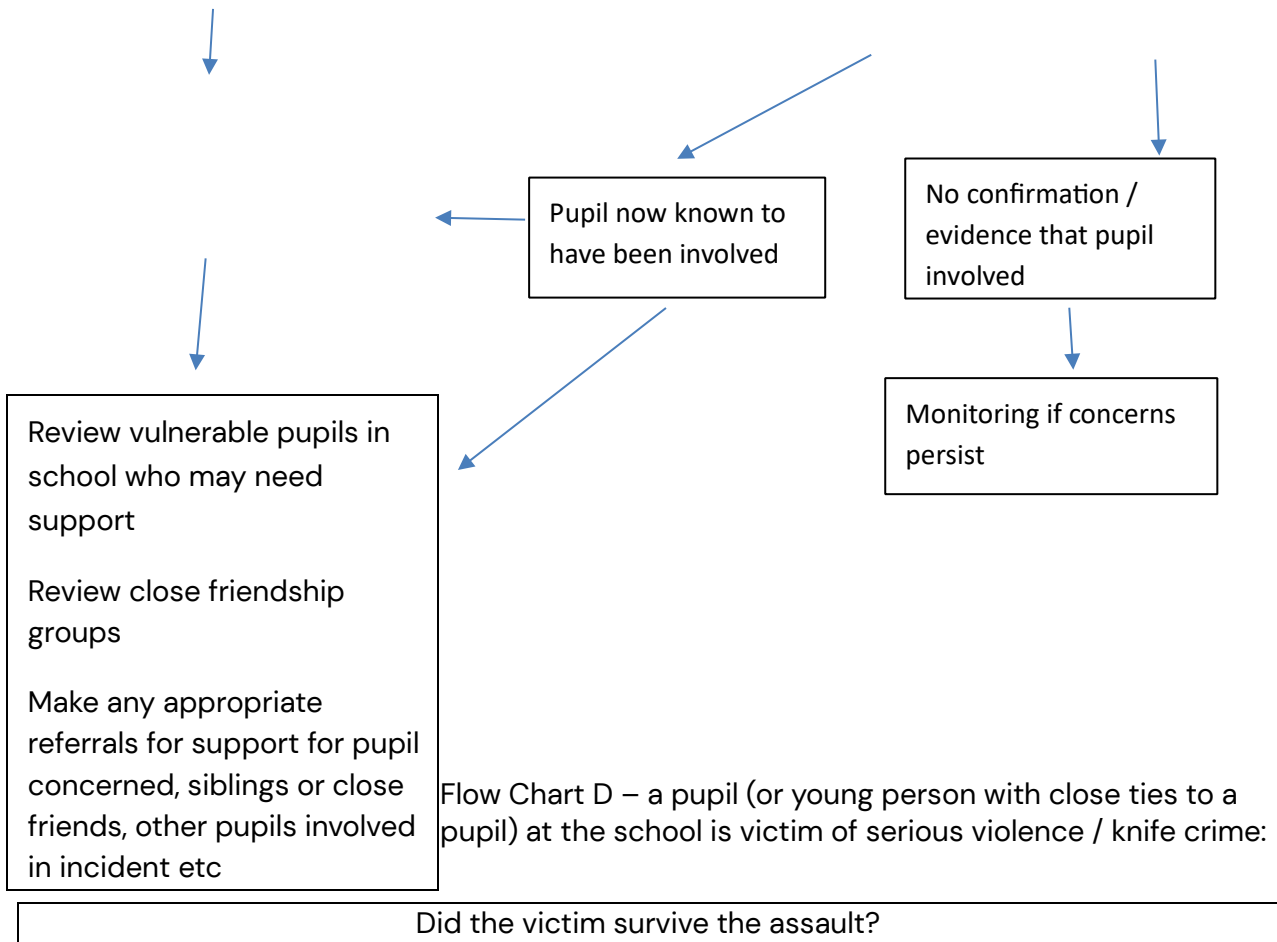
Flow Chart B – actions police will take once informed of a school related weapon incident:

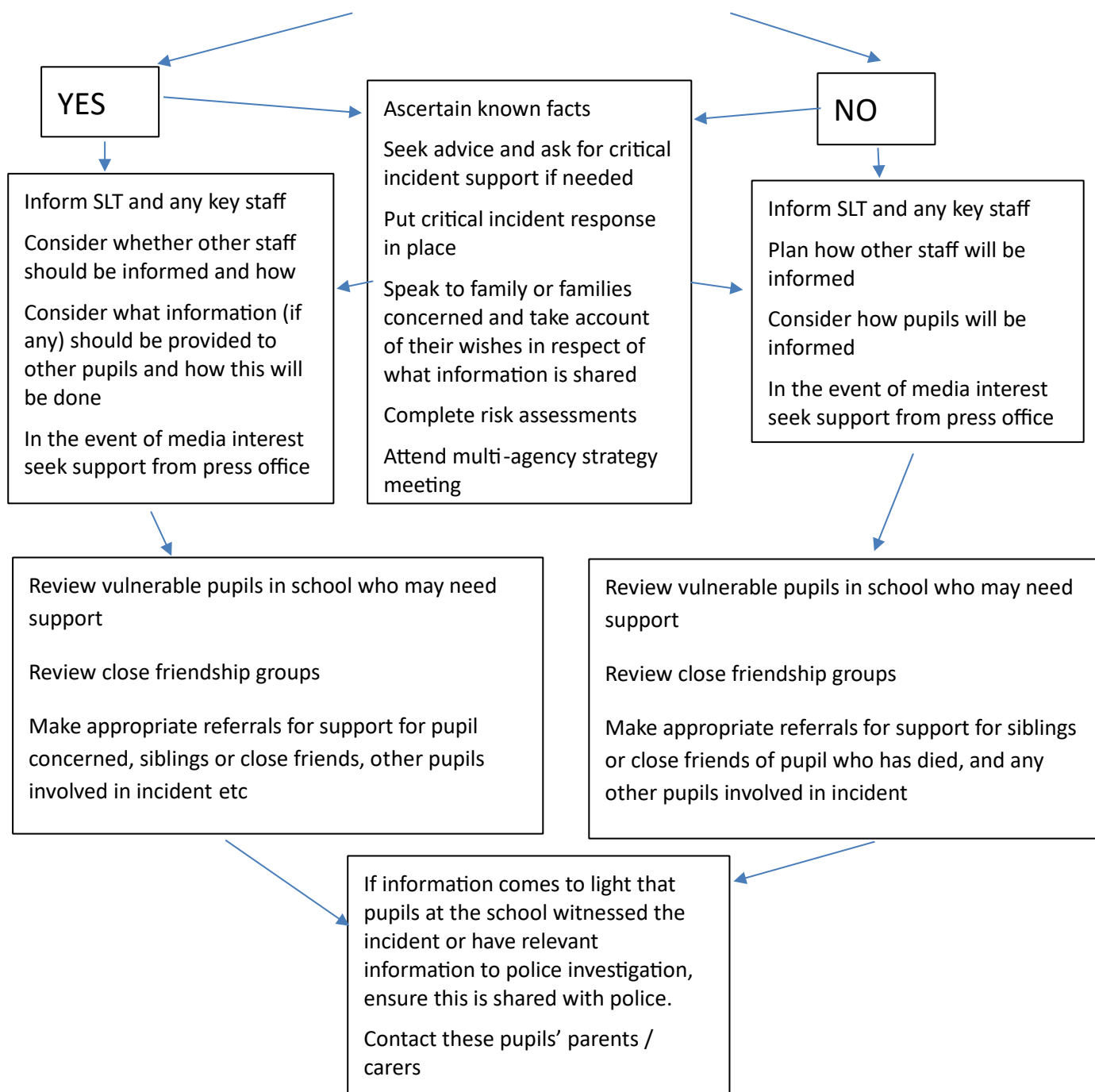


Flow Chart C – pupil is suspected of being the perpetrator of serious youth violence/ arrested for serious offence:









**APPENDIX 10: SAFEGUARDING RECORDING AND RECORD KEEPING GUIDANCE FOR SCHOOLS**

This guidance is intended to support effective recording of key (significant) events for pupils, safeguarding concerns and Child Protection issues.

The importance of accurate recording is generally well understood by staff members but advice is frequently requested in respect of this issue.

### Significant life events

Some key events in a child or family can have a significant impact and it is essential that these are clearly recorded on the child's file. An example of a significant event would be the death of parent, sibling or other close family member. Unnecessary distress can be caused to a child or parent if such significant information is overlooked or not known, so it is important that it is recorded in such a way as to be accessible to other members of staff who may be working with the child or in a position where they may be required to contact the family.

### Key information

Schools need to have key information about pupils recorded and regularly updated. This information should include basic details such as;

- which adults have Parental Responsibility for a child
- contact details for parents and any other nominated adults who can be contacted in case of emergency – it is advised that schools ask for three contact numbers for each child – one of which should be a trusted adult who the parent agrees can be contacted in an emergency but who does not live at the home address
- which adults the child lives with (especially in situations where parents do not live together) and contact arrangements if relevant
- any legal orders in place, particularly any which affect the care of the child
- any information which may impact on the safety of the child – eg adults who pose a risk to a child or are not permitted contact; Domestic Abuse issues etc
- details of any key professionals working with the child

### Child Protection/safeguarding concerns

Many schools have specific proforma for the recording of Child Protection (CP) / safeguarding concerns. These can be very useful as they guide staff members by the completion of certain fields / questions and ensure that key information needed is not missed. Some use a coloured paper so that they are easily recognisable. Whatever the system in place it is essential that all staff are aware of the requirement to complete recording of CP / safeguarding concerns and given guidance about distinguishing between fact and opinion.

An example proforma is attached – app 3

Schools are increasingly using computerised safeguarding recording systems (eg CPOMS or My Concerns) and these are generally proving to be positive in enabling effective

recording and facilitating retrieval of information when needed. Guidance given to staff about good and effective recording should be the same whether they are writing it on paper or typing it into a computer system.

If injuries have been seen these should be recorded as accurately as possible, giving a clear description of the marks seen and their location.

If a disclosure has been received from a child this should be recorded using the child's own words, rather than an interpretation of what was said.

If the concern is as a result of third party information received this must be made explicit.

CP notes should be dated and signed by the member of staff who noted the concern or received the initial information about the issue.

Designated Safeguarding Leads should record when the information was received and any discussion had with parents, other staff members or professionals from other agencies, the identity of the other professional (eg name of duty social worker) and clearly note any decisions or actions agreed. This includes recording the reasons for a decision not to make an external referral if this is relevant.

Copies of referrals made to external agencies should be kept in the child's individual confidential record, alongside minutes of any meetings held, letters, e-mails etc.

Please remember when referrals are made it is important to include;

- basic family details with contact details for the parents
- whether parents have been informed / consent to the referral
- if the concerns have not been discussed with the family why this is – usually only in cases where to do so may place the child at further immediate risk; where the parent is believed to have been responsible for / colluded in the child being sexually abused; or if all attempts to contact the parent have failed
- a clear explanation of your concerns and what actions you have already taken (if applicable)

Many safeguarding and / or CP concerns will not rely on a single incident or injury and will arise as a result of a series of smaller incidents, concerns and issues which build a picture that becomes more concerning over a period of time. It is therefore really important to ensure that a log of concerns is kept which will support effective decision making and (when necessary) referrals which provide clarity and evidence – based concerns.

It is advised that all designated staff keep a single record / log to note all pupils for whom they have a safeguarding file (example attached app 1), which logs basic details, status etc

### Confidentiality

Records can be paper files or computerised. What is important is that CP information is recorded and kept securely, with access to particularly sensitive information restricted where necessary.

When passing on sensitive or confidential information to other agencies please ensure this is done in a secure manner.

#### Transfer and retention of records

When pupils leave your school any CP / safeguarding information / records must be passed on to the receiving school (once confirmed) in a secure way and confirmation of receipt should be obtained.

Safeguarding and CP information is regarded as personal information and you do not necessarily need consent to share this. Generally, families should be made aware that information will be shared with a new school, what will be shared, with whom and why. If it is not reasonable to do this, or by doing so a child or young person's safety could be put at risk information can be shared.

Guidance as to whether copies of CP / safeguarding files should be retained in the originating school is not absolute, but local practice has been developed and it is recommended that schools seek advice from the Local Authority (or their legal provider if relevant).

In Wandsworth, therefore, we recommend that key CP / safeguarding records are copied and one copy is retained in the originating school. It is immaterial whether original is retained and copy sent or vice versa

It is fine to retain either paper or electronic records so if there is shortage of filing space records can be scanned and retained electronically – some schools have chosen to do this – however if there are original signed notes relating to a serious disclosure it is advisable to retain the paper copy as these could be required

The computer systems that are on the market have facilities to transfer the data to other schools. At the time of writing, this does not mean that the data is transferred, it simply means that the previous school relinquish access, and access rights are transferred to the new school; the data is kept intact. If unsure please check with your provider.

Records should be retained 'long term, until the child is 25 years of age or older, then reviewed. IRMS guidance states that records should be retained for a longer period in

'instances where detailed information about activities in school may form an important part of safeguarding for that individual'.

This guidance is included in Government guidance: Data protection: toolkit for schools and the annual review checklist.

In addition, since the Independent Inquiry into Child Sexual Abuse (IICSA) was established, organisations should not destroy any records that might be relevant. Since we may not know at the time which records may be relevant, this provides justification for retention. Judicial review also supports this stance.

Schools should update their data audit log to reflect their retention period for these records

#### Allegations against staff and volunteers

Please note that any concerns of a safeguarding nature / allegations against staff and volunteers must be recorded and retained. These matters need to be treated as confidentially as possible and the records kept securely.

The records should include;

- record of initial concern / allegation
- who raised the initial concern
- any accounts provided by those involved or witnesses
- contact with parent / carer of child(ren) concerned
- how the matter was investigated
- action taken
- consultation with LADO / advice given
- outcome of above
- risk assessment
- safeguarding measures put in place
- minutes of ASV meeting (if held)
- details of any disciplinary action / hearing (where relevant)
- outcome of police involvement (where relevant)
- final LADO outcome note

Details of how an issue was investigated and the outcomes should not be included on the child's file (as details of the staff member or volunteer need to be protected. Brief reference should be put on child's file so that records can be cross referenced if required at a later stage. We need to recognise that there is an increase in non-recent allegations and good recording keeping supports any current investigations immeasurably.

### Child-on-Child abuse

Similar guidance should be followed where there have been instances of child-on-child abuse or concerns reported about concerning or possibly abusive behaviour between pupils, i.e.;

- record of initial concern / allegation
  - who raised the initial concern
  - any accounts provided by those involved or witnesses
  - contact with parent / carer of child(ren) concerned
  - how the matter was investigated
  - action taken
  - safeguarding measures put in place
  - consultation with Safeguarding in Education Advisor / advice given
  - contact with Children's Social Care
  - contact with police (if relevant)

The relevant information should be recorded and retained on records for **both pupils** as well as copies of any referrals made.

## **APPENDIX 11: INSTRUCTIONS FOR MASH AND EH REFERRALS (WANDSWORTH)**

### **Front Door**

The structure for how enquires, contacts and referrals into Children's Social Care are received and assessed has been reviewed. This is to ensure that children in need and children in need of protection receive help quickly and to improve the quality of information sharing between professionals. CSC looked closely at the experience of children and listened to feedback from partner organisations. In response the IPOC has been removed and now all safeguarding referrals should be made into the MASH. Safeguarding includes children in need as well as children who may need protection from harm or abuse.

To assist partners in making referrals CSC have developed a Multi-Agency Referrals Form (MARF). This replaces the use of the Early Help Assessment (EHA) for safeguarding referrals. The MARF is available electronically on the Wandsworth Council website and the website of the WSCB. [https://wandsworthself.achieveservice.com/service/Make\\_a\\_Referral\\_to\\_the\\_Wandsworth\\_MASH](https://wandsworthself.achieveservice.com/service/Make_a_Referral_to_the_Wandsworth_MASH)

Contact details for the Front Door-MASH are as follows

MASH telephone number is 020 8871 6622.

Out of hours (evening, weekends and bank holidays) 020 8871 6000.

MARF should be sent via email [mash@wandsworth.gov.uk](mailto:mash@wandsworth.gov.uk)

### **What can you expect after referring a child to the MASH?**

On receipt of the contact or referral CSC will contact you to discuss your concerns and review the information with you. This is part of the initial screening process. Following this CSC will decide if there is an immediate safeguarding concern which needs to go straight to a strategy discussion with key partners or if the child is in need, this will go straight to one of our 5 assessment teams to undertake a Child and Family Assessment. Complex referrals where more information is needed will be discussed within the MASH to share information and decide what the level of intervention is to best help support and safeguard the child. This work will be completed within 1 working day.

You can expect to be informed of the decision regarding the next steps within **24 hours** of your referral to CSC.



**What if the referral you have made is below the threshold for safeguarding?** If the information about the child and family indicates that statutory intervention is not required, CSC will step down or redirect the referral to Early Help or Universal services **Early Help**

To further improve the support to children and families in Wandsworth Early Help services will be provided within clusters. This change to target families who will benefit most from Early Help. The clusters have brought together practitioners from early years, youth services, children's centres and connexions to enable us to respond to the needs of children and their families. As part of the cluster arrangements we have named Early Help leads that will support schools. This is in recognition of the key role schools play in supporting children and families.

### **How do I refer to Early Help?**

You should continue to use the Early Help Assessment (EHA) and the EHITS system to refer Early Help [ehits@richmondandwandsworth.gov.uk](mailto:ehits@richmondandwandsworth.gov.uk) EHITS team 020 8871 7746. This is unchanged. If you are unsure if your concerns reach the threshold for safeguarding or Early Help please contact the Front Door 020 8871 6622. The EHA is available at: [www.thrivewandsworth.gov.uk](http://www.thrivewandsworth.gov.uk)

You can also contact the following Early Help staff;

#### Battersea Cluster

- Jennifer Stapleton Head of Battersea Cluster. Tel: 020-8871 7795.
- Angela Morgan EH team manager for cluster. Tel: 07976 979308.

#### Roehampton Cluster

- Hollis Blake Head of Roehampton Cluster. Tel: 020-8871 5242.
- Mary Kelly EH Team Manager for children and families. Tel: 020-8871 8919.

#### Tooting cluster

- Nicky Nicholls – Head of Tooting Cluster – 020-8871 5559
- Geraldine Lorage – EH Team Manager of Tooting Cluster – 020-8871 5229

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Online Referral Form  
mash@wandsworth.gov.uk

One MASH Contact Number  
020-8871 6622

# THE MASH

Initial Screening

Child Already Open to  
Children Services

Allocated Social  
Worker/ Team  
Manager

New case (child may have been previously known)

Immediate  
Safeguarding  
Concern

CIN C&F  
Assessment

Referral is Complex/ Unclear  
and requires Multi-agency  
information sharing (as per info  
sharing policy)

Early Help  
Pathway

Request for  
Information  
72hour Response

MASH ENQUIRY/ MASH  
Meeting

Assessment Team on Duty

Strategy Discussion/  
Strategy Meeting

CIN C&F  
Allocation

Early Help

Universal  
Services

## **APPENDIX 12: CHILD-ON-CHILD (CHILD ON CHILD) ABUSE**

The school recognises that children are capable of abusing their peers (including online) and works to minimise the risk of child-on-child (child on child) abuse and will deal with any allegations robustly. Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Behaviour such as initiation violence or any form of sexual violence or sexual harassment is not acceptable. It is recognised that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place. Where needed risk assessments will be carried out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion in accordance with the procedures in this policy.

Managing situations where children have been abused by other children can be complex and stressful. For the purpose of this section of the policy, 'child' refers to any child or young person up to the age of 18 years. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. Safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- abuse in intimate personal relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence such as rape, assault by penetration and sexual assault (see 'Harmful sexual behaviour' below)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse (see 'Harmful sexual behaviour' below);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause victim humiliation, distress or alarm
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) (see below); and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is of a serious nature, possibly including a criminal offence
- refers to a pupil's behaviour towards a more vulnerable pupil (including where there is a difference in age)
- raises risk factors for other pupils in the school

- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

The school takes steps to minimise the risk of all types of child-on-child abuse. Staff have an important role to play in preventing it and responding where they believe a child may be at risk from it. The school has robust anti-bullying procedures in place (see the school's AntiBullying Policy) and pupils are taught at all stages of the school about acceptable behaviour and how to keep themselves safe as part of the Life Education programme (see the Life Education Policy and Relationships and Sex Education Policy). Appropriate action is taken to protect pupils identified as being at risk including the particular vulnerabilities of those with a special educational need or disability. If needed a bespoke pupil safety plan is implemented.

### Harmful sexual behaviour

Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. The school recognises that problematic, abusive and violent sexual behaviours are inappropriate and may cause developmental damage. Harmful sexual behaviour can occur online and offline (both physical and verbal) and the school recognises the gendered nature such behaviour can take. Harmful sexual behaviour, like all child-on-child abuse, is never acceptable and will be taken seriously. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. The school will respond to allegations seriously and all victims will be offered appropriate support.

The school is aware of the importance of:

- making it clear to pupils that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

References to sexual violence are references to sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

References to sexual harassment mean "unwanted conduct of a sexual nature" that can occur online and offline. In the context of child on child sexual harassment, it is likely to: violate a child's dignity; and / or make them feel intimidated, degraded or humiliated; and / or create a hostile, offensive or sexualised environment.

KCSIE Part 5 and the DfE guidance Sexual violence and sexual harassment between children in schools and colleges (September 2021) provides further detailed advice.

### Youth produced sexual or indecent imagery

Indecent imagery is the legal term used to define nude or semi-nude images, videos or live streams of children and young people under the age of 18. This could be via social media, gaming platforms, chat apps or forms. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

Consensual and non-consensual sharing of nude images and/or videos can be signs that children are at risk.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal – whilst non-consensual is illegal and abusive. Broomwood follows the guidance given by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).

The school treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.

Members of staff should not view sexual imagery which is reported to them, or copy, print, share store or save the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.

The DSL may in exceptional circumstances view images with the prior approval of the headteacher and only where:

- it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
- it is necessary to report the image to a website or agency to have it taken down; or
- a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

Where viewing an image is unavoidable:

- viewing should take place on school premises wherever possible;
- the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
- a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;
- full details of the viewing must be recorded in the school's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
- any member of staff who views an indecent image should be given appropriate support.

If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

If external agencies do not need to be involved, the school must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

If images have been shared online and cannot now be deleted by the person who shared them, the school should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).

Where a pupil receives unwanted images, the school should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

The UK Council for Child Internet Safety's advice Sharing nudes and semi-nudes (December 2020) contains details of support agencies and provides further information for schools on how to respond to incidents of nudes and semi-nudes.

The College of Policing has also produced a briefing note Police action in response to youth produced sexual imagery ("sexting") (November 2016) which provides information on how police forces treat instances of sexting by young persons.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. All those involved in such allegations will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others. All child-on-child abuse is unacceptable and will be taken seriously.

There is significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children.

Where an allegation is made regarding alleged abuse perpetrated by another child, the age and understanding of the alleged perpetrator must be considered throughout decision making.

The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred.

The focus of involvement with the alleged perpetrator and their family will be both to determine risks to and from the child concerned within the parameters of the Children Act 1989, and to manage allegations against them within the criminal justice framework.

### Process

When an instance of child on child abuse comes to light, is disclosed or where there is evidence to indicate it has occurred, staff should contact the DSL or deputies. The DSL (or deputy) will make a referral to children's social care, CAMHS and police as appropriate in respect of both children concerned. The interests of the identified victim must always be the paramount consideration.

If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 KCSIE and take into account the local response of the police and children's social care to these issues.

Where the allegation relates to an incident that took place within the school, or relates to pupils attending the same school, the school will take all appropriate action to ensure the safety and welfare and continued education of all pupils including the alleged perpetrator. The following are examples of action the school may take:

- Take advice from children's social care and / or the police, as appropriate, on when and how to inform the pupil and his / her parents about the allegations and how investigation of such allegations will be conducted
- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation. A pupil against whom an allegation of abuse has been made may be suspended from the school as a neutral measure during the investigation
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident (s)
- Keep a detailed log of actions, discussions and decisions
- Assess the risk and implement a pupil safety plan as necessary – ensure that nonteaching times are considered, especially times when pupils are moving around the school as the child who has been harmed may feel very vulnerable at such times
- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening comments
- Consider whether the situation warrants information being shared with other parents in the school (e.g. where press coverage is likely) and seek advice from relevant agencies.

The decision as to whether or not behaviour directed at another child should be categorised as harmful is clearly dependent on the individual circumstances of the case. It may be helpful to consider the following factors:

- The relative chronological and developmental age of the two children
- Whether the alleged abuser is supported or joined by other children
- Any differential in power or authority (e.g. related to race, gender, physical, emotional or intellectual vulnerability of victim)
- The actual behaviour (consider all factors)
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
- The degree of coercion, physical aggression, intimidation or bribery
- The victim's experience of the behaviour and the impact it is having on them
- Attempts to ensure secrecy
- Duration and frequency of behaviour

The school will take advice from children's social care and / or the police, as appropriate, on how the investigation of such allegations will be conducted.

Appropriate support will be provided to all pupils involved by the school's pastoral team, and pupils may be referred to the school's counselling services. Support from external services will be requested as necessary.

Additional guidance is available via the London Child Protection procedures:

[http://www.londoncpc.co.uk/chapters/ch\\_harm\\_others.html](http://www.londoncpc.co.uk/chapters/ch_harm_others.html)



