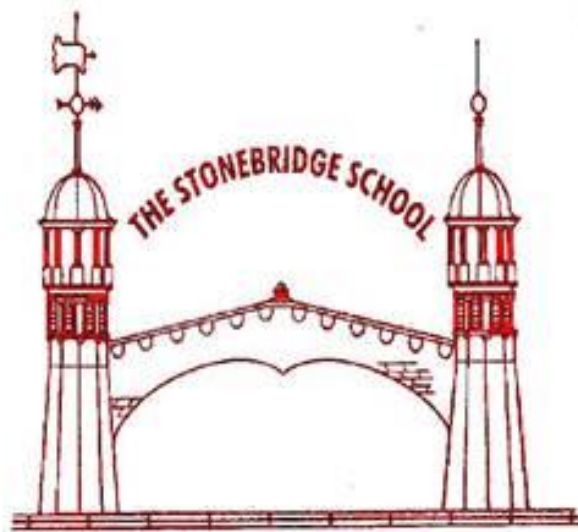


THE STONEBRIDGE SCHOOL

SAFEGUARDING & CHILD PROTECTION POLICY



Approved by: Governing Body

Date:

Last reviewed on: September 2023

Next review due by: September 2024

CONTENTS PAGE

• Key contacts for school-based staff	page 3
• Key contacts for the local authority and beyond	page 4
• Aims & school commitment	page 5
• Equality statement & legislative statutory guidance	page 6
• Definitions	page 6
• Procedures	page 7
• Roles and responsibilities	page 7
• Abuse & Types of abuse	page 9
• Key Safeguarding issues	page 10
• Child Criminal Exploitation & County Lines	page 10
• Child on child abuse	page 11
• Harmful sexual behaviours	page 12
• Sexual violence and Sexual harassment	page 13
• Bullying	page 20
• Racist Incidents	page 20
• Domestic Abuse	page 20
• Prevent Duty	page 21
• Children Missing Education (CME) & Attendance	page 22
• So Called Honour Based Abuse – (FGM, FM)	page 23
• Mental Health	page 24
• Modern Slavery	page 24
• Child Abduction and Community Safety	page 25
• Children & the Court System	page 25
• Children with family members in prison	page 25
• Homelessness	page 25
• Children with a social worker	page 25
• Looked After Children (LAC)	page 25
• Special guardianships & adoptions	page 26
• Private fostering	page 26
• Young Carers	page 26
• Safeguarding in the Early Years	page 27
• Health & Safety	page 27
• Site Safeguarding	page 27
• Fire drills and Lockdown	page 27
• Intimate Care –	page 27
• Safeguarding in the Curriculum	page 28
• Online Safety	page 28
• Safer Recruitment	page 29
• Allegations against staff	page 29
• Physical Intervention	page 30
• Lone working	page 31
• Whistleblowing	page 31
• Staff Training	page 31
• Educational Visits	page 31
• Use of school premises	page 32
• Inappropriate behaviour	page 32
• Review cycle	page 32
• Appendices	page 33

KEY CONTACTS FOR SCHOOL BASED STAFF

DESIGNATED SAFEGUARDING LEAD

Name: Mrs Preesha Lachani (Deputy Headteacher)

Email address: plachani@stonebridge.brent.sch.uk

Telephone: 0208 965 6965

DEPUTY DESIGNATED SAFEGUARDING LEADS

Name: Mrs Leena Pacquette (Headteacher)

Email address: lpacquette@stonebridge.brent.sch.uk

Telephone no.: 0208 965 6965

Name: Ms Chanel Henry (SENCO)

Email address: chenry@stonebridge.brent.sch.uk

Telephone no.: 0208 965 6965

NAMED GOVERNOR FOR SAFEGUARDING

Name: Ms Tara Furlong (Chair of Governors)

Telephone no.: 0208 965 6965

(Please state confidential and for the immediate attention of the Chair)

INFORMATION FOR PARENTS/CARERS & VISITORS

THE SAFEGUARDING TEAM

Are you concerned about a child? If so, then please speak to one of the following...



Mrs Preesha Lachani

Deputy HeadTeacher

**Designated Safeguarding Lead
(DSL)**



Mrs Leena Pacquette

HeadTeacher

**Deputy Designated
Safeguarding Lead
(DDSL)**



Ms Chanel Henry

SENDCo

**Deputy Designated
Safeguarding Lead
(DDSL)**

No concern is too small – ALWAYS REPORT

DON'T discuss with others **NEVER** promise a child that you will not share

DON'T ask leading questions

KEY CONTACTS WITHIN THE LOCAL AUTHORITY AND BEYOND

Brent Children's Social Care / Early Help Assessment referral

Brent Civic Centre, Engineers Way, Wembley HA9 0FJ

Duty Officer Monday-Friday 9am-5pm

Brent Family Front Door 020 8937 4300

Emergency Out of Hours Duty Team 020 8863 5250

<https://www.brent.gov.uk/children-young-people-and-families/keeping-children-safe#Reportchildabuse>

Brent Pupil Protection Advisor

Brent Civic Centre, Engineers Way, Wembley HA9 0FJ

Duty Officer 020 8937 4305

Met Police - Brent & Harrow Child Abuse Investigation Team (CAIT)

Edgware Police Station, Whitchurch Lane, Edgware, Middlesex HA8 6LB

Duty Officer

020 8733 3562 (Phone)

020 8733 3589 (Fax)

020 8733 3503 (Any time)

The Child Exploitation and Online Protection Centre (CEOP)

33 Vauxhall Bridge Road, London SW1V 2WG

Duty Officer 09:00 till 17:00, Monday to Fridays, 0870 000 3344

Brent Health and Safeguarding Child Team

Brent Civic Centre, Engineers Way, Wembley HA9 0FJ

Duty Officer Monday-Friday 9am-5pm, 020 8795 6397

Local Authority Designated Officer (LADO) for staff allegations.

Brent Civic Centre, Engineers Way, Wembley HA9 0FJ

Duty Officer Monday-Friday 9am-5pm, Brent Family Front Door 020 8937 4300

Emergency Out of Hours Duty Team 020 8863 5250

Cecilia.Gabriel@brent.gov.uk

Prevent Strategy Coordinator

020 8937 4225

The National Domestic Abuse helpline 24 hours a day - 0808 2000 247

AIMS

At The Stonebridge School, we are committed to safeguarding children and we expect everyone who works in our school to share this commitment. All adults in our school take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We will always act in the best interest of the child. We understand that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experience as harmful.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical, emotional and moral development of the individual child. The governors and staff of The Stonebridge School fully recognise the contribution they make to the safeguarding of children. We recognise that all staff, teaching and support, including volunteers, have a full and active part to play in protecting our pupils from harm (any kind of physical, sexual, emotional abuse or any kind of neglect).

The school aims to ensure that:

- Staff share any concerns they have about a child with the DSL or Deputy DSL
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

At The Stonebridge School, we work in close partnership with the three key safeguarding partners:

- The local authority (including social services, Education Welfare Officer & other external agencies)
- A clinical commissioning group for an area within the LA (Health; school nurse, paediatric team, CAMHs,)
- The chief officer of police in the LA area (Police)

Keeping Children Safe in Education 2022 defines safeguarding and promoting the welfare of all children as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

We protect, prevent and promote the welfare of all children by:

- Having regular training for staff so that all staff can identify concerns and take action;
- teaching children how to keep themselves safe so that they learn to recognize risk at school and in the wider world;
- working external agencies by making arrangements to work together; identifying and responding to the children's needs.
- Working with parents/carers by helping families access early help support where necessary and also by sign posting families to relevant agencies.

SCHOOL COMMITMENT

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with trusted adult helps prevention. Our school will therefore:

- support the child's development in ways that will foster security, confidence and independence
- raise the awareness of both teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- provide a systematic means of monitoring children known or thought to be at risk of harm.
- emphasise the need for good levels of communication between all members of staff.
- develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse.
- develop and promote effective working relationships with parents / carers and other agencies, e.g. Social Services, police.
- ensure all members of the school community are treated with dignity and respect.
- ensure that there is an ongoing culture of vigilance within the school and that safeguarding children remains high profile through appropriate staff development and training
- ensure that all appropriate checks are completed for all adults / young people who work at the school and have supervised / unsupervised access to our children and where necessary, risk assessments in place and implemented
- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to; e.g. circle time and through social, moral, spiritual and cultural development is implicit throughout the curriculum
- ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe, e.g. planned curriculum for each year group, involvement of outside agencies such as Police liaison officer, school nurse
- include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, transition to secondary school and parenting skills.
- ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies

- ensure that staff are aware of and alert to any dangers in relation to child on child abuse in line with this policy and the Behaviour and Anti-bullying policy
- ensure that appropriate filters and monitoring systems are in place to protect children from harmful online materials and that children are taught how to keep themselves safe online.

EQUALITY STATEMENT

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

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

DEFINITIONS

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Appendix 1 defines neglect in more detail.

Staff/person is a person who is employed directly by the school or is a volunteer or governor.

Parent/carer – a person over the age of 18 who has responsibility to look after a child/young person under the age of 18.

Children includes everyone under the age of 18.

PROCEDURES

Our school procedures for safeguarding children will be in line with LA and The Multi-Agency Safeguarding Children Arrangement procedures.

We will ensure that:

- The Deputy Headteacher (DHT) will act as the Designated Safeguarding Lead (DSL) at the Stonebridge School. The DSL will undertake regular training (Advanced Safeguarding Training every 2 years or earlier if applicable).
- deputy DSL’s will also receive appropriate training (Advanced Safeguarding Training every 2 years or earlier if applicable).
- The DSL will be the first person to be approached in the light of any concerns, allegations or disclosures.
- The DSL will update the child protection records and share information. Cases will be allocated to the DSL to take a lead on but regular meetings will take place to review progress and to offer supervision to the deputy DSLs as and when needed.
- All members of staff, governors and volunteers to receive annual level 1 training to inform them of the policy, procedures and any changes. This may also be throughout the year through directed time, e.g. staff meetings, INSET days.
- All members of staff are required to read at least part 1 of *‘Keeping Children Safe in Education 2022’* and this is accessible via the school’s website.
- All staff are aware of the statutory guidance on inter-agency working to safeguard and promote the welfare of children *‘Working together to Safeguard Children 2018’* and *‘Information Sharing 2018’*.
- All staff to be aware of *‘What to do if you’re worried a child is being abused; advice for practitioners 2015’* and *‘Sexual violence and sexual harassment between children in schools and colleges’*.
- All members of staff are familiar with the categories and definitions used when referring to Child Protection.
- All members of staff to understand about ‘Contextual Safeguarding’ with reference to the wider environmental factors in a child’s life that may be a threat to their safety and/or welfare.
- The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.
- All members of staff develop their understanding of the signs and indicators of abuse.
- All members of staff know how to respond to a pupil who discloses abuse. They will ensure that time is given to the child in order that they can fully concentrate on the child’s disclosure and that this time is found as a matter of urgency. When a disclosure is made, this must be shared with the DSL or a deputy DSL immediately so that appropriate action can take place in a timely manner and will be recorded on Child Protection Online Management System (CPOMS). Volunteers, visitors and SMSAs will report any concern by speaking to the DSL or deputy DSL can completing a Cause of Concern form.
- All members of staff, including visitors and volunteers know how to report any concerns they have to safeguard children.
- The DSL will ensure that the correct safeguarding and child protection procedure for recording and reporting to formal settings is made available to staff. Staff will ensure that these are kept confidential, completed in a timely manner and in line with deadlines.
- All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding procedures. A child protection statement will be included on the school website in the parent/carer section.
- Our procedures will be regularly reviewed and updated annually or earlier in the case of changes to legislation.
- All new members of staff will be given a copy of our safeguarding policy as part of their induction into the school.
- All training undertaken by staff, governors and volunteers will be documented and filed.

ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners (police, health, LA including social services & EWO). Our policy and procedures also apply to extended school and off-site activities.

ALL STAFF and VOLUNTEERS

All staff are expected to read, understand and comply with at least part 1 of Keeping Children Safe in Education (KCSIE 2022) (about specific safeguarding issues).

All staff will sign a declaration at the beginning of each academic year to say that they have read, understood and will comply the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including this Safeguarding and Child Protection policy, The Staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the Behaviour and Anti-Bullying Policy, the online safety which include the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and the safeguarding response to children who go missing from education.
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of the senior leadership team. Our DSL is the Deputy Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, the deputy DSLs (Headteacher and SENCo) will act as cover. If the DSL and deputies are not available, a member of staff will act as cover for that day and staff will be informed who the member of staff will be. The staff member will support staff and act with guidance from the DSL.

ROLE OF THE DSL

The role of the DSL is to:

- Provide advice and support to other staff on child welfare and child protection matters
- Work in close partnership with the three safeguarding partners: the local authority, a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) and make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Ensure appropriate action is taken and procedures followed
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Maintain a record of pupils with a multi-agency plan and be responsible for monitoring those children
- Keep records of concerns about a child even if there is no need to make an immediate referral.
- Ensure that ongoing monitoring of children is kept up to date and that all such records are kept confidentially and securely and are separate from pupil records.
- Attend reviews/meetings (or nominate an appropriate member of staff)
- Notify Social Services, DSL when a child on the child protection register leaves the school and informs the new school, ensuring the safe and secure transfer of information
- Organise regular safeguarding training for staff
- Liaise with staff to ensure that the curriculum offers opportunities for raising pupil awareness, and developing strategies for ensuring their own protection.

- Adhering to The Multi-Agency Safeguarding Children Arrangements and school procedures with regard to referring a child if there are concerns about possible abuse.
- Ensure that action points agreed at Child Protection Conferences, Child Protection Reviews and Core Group Meetings are carried out.
- Ensure that accurate and up to date information about individual children is presented at Child Protection Conferences.
- Ensure that any pupil currently with a Child Protection plan who is absent without explanation for two days is referred to their key worker at Social Services and that the attendance of children with a Child in Need Plan (CIN) is monitored closely and any concerns referred to their key social worker.
- The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Ensure the knowledge and skills of the DSL and those stepping into that role in the absence of the DSL should be updated at regular intervals, but at least annually, to ensure they keep up with developments relevant to the role. This could be provided via, for example, e-bulletins, meeting other DSLs, or taking time to read about recent safeguarding developments.
- The DSL and those carrying out this role in the absence of the DSL should undergo relevant training that is updated every two years.
- Manage referrals from school staff or any others from outside the school;
- Work with external agencies and professionals on matter of safety and safeguarding;
- Undertake training;
- Raise awareness of safeguarding and child protection amongst the staff and parents; and
- Ensure that child protection information is transferred to the pupil's new school
- Be aware of pupils who have a social worker*
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and leadership staff.

The DSL will be given the time, funding, training, resources and support including supervision to carry out this role. The DSL can be contacted via email for concerns that arise during out of school hours and outside term time. If a matter is urgent and the DSL cannot be contacted outside term time, then staff/parents carers should contact the Headteacher. If none are available, staff and parents/carers are advised to contact Family Front Door (0208 937 4300) directly or 999 if a child is at immediate risk.

THE HEADTEACHER

The headteacher is responsible for the implementation of this policy, including ensuring that all staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met for the Early Years, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

It is the role of the Headteacher to investigate any child protection allegations made against a member of staff, following the correct procedures.

Designated Safeguarding Governor

The role and responsibility of the designated governor responsible for safeguarding is to monitor and report back to the Governing Body about the efficiency of procedures within school. Specific details about safeguarding will not be available to the Governor as this information is confidential. At the Stonebridge School, the Safeguarding Governor is the Chair of Governors. If a concern that relates to the Head teacher arises, the Chair of Governors must be informed and will liaise with the LADO. The Local Authority has a general duty to safeguard and promote the welfare of children in its area who are in need.

The governing board

The governing board will:

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety.

ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

TYPES OF ABUSE

There are four main types of abuse and these are:

- Physical abuse including Female Genital Mutilation (FGM)
- Emotional abuse including domestic abuse
- Sexual abuse including (sexual violence & harassment, Child Sexual Exploitation (CSE))
- Neglect

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

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

KEY SAFEGUARDING ISSUES

1. 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. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family. Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;

- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability (poverty);
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity

More information can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

2. Child Criminal Exploitation (CCE)

Child Criminal Exploitation (CCE) occurs 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.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

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.

3. CHILD ON CHILD ABUSE

At the Stonebridge School there is there a zero-tolerance approach to abuse, and it should never be passed off, for as “banter”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Children can abuse other children and this can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers, sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer abuse. As a school, we recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. We will implement the school's Behaviour & Anti Bullying Policy consistently and allow opportunities for children to talk to adults and raise concerns.

Where there is a concern that a pupil in school may have behaved inappropriately towards another pupil, this should be passed immediately to the DSL/deputy DSLs whether the concern is for a child attending school or being educated remotely. They will alert the DSL or deputy DSLs and they will carry out an investigation in person or via telephone or Microsoft Teams as well as make a referral to services if needs be.

The DSL/deputy DSL will discuss the matter with parents/carers or social care as appropriate and with the child's interests at the core of all decisions made.

When investigating the matter, the Designated Safeguarding Leads will consider:

- the possible impact on the child/victim.
- any disparity in age between the abusing and abused child.
- whether there is any element of coercion or violence.
- exploratory play should be dealt within school, involving parents/carers as appropriate.

The DSL/deputy DSLs will:

- keep the involved children separate to avoid collusion or intimidation
- not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- keep a detailed log of actions, discussions and decisions.
- contact parents/carers of the children involved in light of the information gathered
- may contact Family Front Door (social services) for guidance and support throughout the process.

If the assessment concludes that the allegations made can be substantiated, the school will make a referral to social care who have the responsibility for progressing enquiries and carrying out investigations. The school will work to support the families but will place safeguarding the abused child and abuser at the heart of all decisions. When dealing with allegations that involve peer to peer sexual abuse, the school will 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.

Minimising the risk of child on child abuse

The children will also be taught to embody the school values as well as British Values. Also, through the Relationship, Sex Education curriculum and the PSHE curriculum, the children will be taught about healthy relationships and unhealthy relationships including the importance of consent and what to do if they are concerned. Other opportunities such as science lessons, outside agencies such as NSPCC assemblies, Police Liaison Officer / workshops will be implemented to equip the children to keep themselves safe and raise awareness. All the learning will be underpinned by the school's values and link directly to the school's Behaviour and Anti-Bullying Policy, which will be implemented by all staff at the school. In order to minimise the risk of child on child abuse, all children will be encouraged to report all concerns or incidents of child on child abuse to their teacher or a trusted adult and the adult will reassure them that the incident will be treated seriously. All staff are to pass this information on to the DSL/deputy DSLs who will deal with it accordingly.

Where a child may have been a victim of child on child abuse, a risk assessment will be carried out by the DSL and appropriate agencies contacted as needed. This will be reviewed regularly, especially following any significant changes. Specific work would be undertaken with the child by senior leaders and may involve a referral to specialist outside agencies as well. Additional support for pupils with additional barriers such SEND, pupils using English as an additional language will be implemented. For example, ensuring that a child is spoken to in their home language through a staff member translating, ensuring that a child with SEND is able to use various medium to communicate their worries such as pictures, PECs, Makaton and also involving staff that work regularly with the child in conversations to support the child.

Recording Incidents of child on child abuse

All incidents of child on child will be recorded CPOMS. The information will be shared with relevant agencies, governors and parents/carers as appropriate and if safe to do so.

Harmful sexual behaviours (HSB)

Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviours are developmentally inappropriate and may cause developmental damage. Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two. Harmful sexual behaviours will be considered in a child protection context.

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. The Brook sexual behaviours traffic light tool can help when considering harmful sexual behaviours.

The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain. At the Stonebridge School, we have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy, pastoral support system and by a planned programme of evidence-based content delivered through the RSE curriculum and the wider curriculum when appropriate. Such a programme will be developed to be age and stage of development appropriate, and will tackle such issues as:

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

The curriculum will be presented in a way that allows children an open forum to talk things through; such discussions can lead to increased safeguarding disclosures and staff will fulfil their safeguarding duties and pass these on. Children will be made aware of the processes by which to raise their concerns or make a report. This should include processes when they have a concern about a friend or peer. All staff are aware of how to manage a disclosure enabling the relevant member of staff to support individuals involved and staff should speak to the DSL if further support is needed. The school will work closely with outside agencies for further specialist support, e.g. police, health or social services where it is necessary to do so.

Upskirting

'Upskirting' 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. It is now a criminal offence. Incidents of upskirting should not happen at school as pupils have to leave their mobile phones in the school office, however should any incident of upskirting happen, the school will follow the safeguarding procedures and treat the incident as child on child abuse. If the incident of upskirting relates to members of staff, the school will follow the procedures for allegations against a professional and also advise the victim to contact the police.

Sharing nudes and semi-nude (previously known as sexting)

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' comes to your attention

Report it to your Designated Safeguarding Lead (DSL) immediately.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.
- All such incidents must be reported to the Designated Safeguarding Lead (DSL) and managed in line with this safeguarding policy.
- The DSL should refer to the full 2017 guidance from the UK Council for Child Internet Safety (UKCCIS), Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People.

4. Sexual Violence and Sexual Harassment between Children

Sexual violence and sexual harassment can occur between two children of any sex. They 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 physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys however any

incidents of sexual violence or harassment will be dealt with very seriously. All stakeholders will be made aware of the importance of:

- understanding 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. Dismissing or tolerating such behaviours risks normalising them.
- not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school approach (preventative education) through our curriculum is vital. as described in Part 3 of this advice is important.

All incidents of sexual harassment or sexual violence between children must be reported immediately to the DSL/Deputies who will deal with them with the utmost seriousness. All incidents will be recorded on CPOMS by the staff. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

SEXUAL HARASSMENT

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

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;
- upskirting (is a criminal offence);
- sexual “jokes” or taunting;
 - physical behaviour, such as: deliberately brushing against someone, displaying pictures, photos or drawings of a sexual nature, interfering with someone’s clothes (when the above occurs, the DSL will consider when any of the above crosses a line into sexual violence - it is important to talk to and consider the experience of the victim);
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Sharing nude photographs of under a child under 18 years of age is a criminal offence;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats. It is important that all staff consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

SEXUAL VIOLENCE

It is important that all staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school. When referring to sexual violence, we do so in the context of child on child sexual violence as outlined in the Sexual Offences Act 2003:14 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

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.

Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

RESPONDING TO A DISCLOSURE OF SEXUAL HARASSMENT OR SEXUAL VIOLENCE

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong. As per our usual safeguarding and child protection procedures, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait for the child to disclose to them. The staff member's initial response to a report from a child is incredibly important. How the staff respond to a disclosure can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously as any incidents that may happen in school. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with their child protection policy. Staff should not assume that someone else is responding to any incident or concern. If in any doubt, they should speak to the designated safeguarding lead or deputies. In such cases, the basic safeguarding principles remain the same, but it is important for staff to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children's social care if required. There may be reports where the alleged sexual violence or sexual harassment involves pupils or students from the same school but is alleged to have taken place away from the school premises, or online. There may also be reports where the children concerned attend two or more different schools. The safeguarding principles, and schools and college's duties to safeguard and promote the welfare of our children, remain the same. Ideally, effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- where the report includes an online element, **staff are not to search/screen** the content being reported. This is against the law. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose information to someone they trust: this could be anyone on the school. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should generally be avoided, staff can ask children if they have been harmed and ask what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to

listen to what they are saying. It may be appropriate to make notes, especially if a second member of staff is present. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;

- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the designated safeguarding lead (or deputy DSL), as soon as practically possible, if the designated safeguarding lead (or deputy DSL) is not involved in the initial report.

Confidentiality

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the child to seek advice and guidance from others in order to provide support and engage appropriate agencies. The school will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation. The child may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

The designated safeguarding lead (or a deputy DSL) will consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk);
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to children's social care; and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases. Ultimately, the designated safeguarding lead (or a deputy DSL) will have to balance the victim's wishes against their duty to protect the victim and other children. If the designated safeguarding lead (or a deputy DSL) decide to go ahead and make a referral to children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Anonymity

As a matter of effective safeguarding practice, staff will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, (based on the nature of the report), which staff should know about the report and any support that will be put in place for the children involved. The school should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

Risk Assessment/s

Reports of sexual violence or sexual harassment should include the time and location so the designated safeguarding lead (or a deputy DSL) can 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 will consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children (and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms. Risk assessments will be recorded (written or electronic) and will be kept under review. At all times, the school will be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy DSL) will 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. The above school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the schools approach to supporting and protecting their pupils and updating their own risk assessment.

Options to managing a report/disclosure

The schools consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and will not stop the school taking immediate action to safeguard their children, where required. There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school will decide on a course of action. Consideration will be given to whether there are wider

cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training will be delivered to minimise the risk of it happening again. The four scenarios are:

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or require referrals to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.
- Our response will be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions will be recorded (written or electronic).

2. Early help

- The DSL/Deputies may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support. In some cases the DSL/Deputies may get Early help and manage a report internally for both the victim and perpetrator(s).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to local children's social care.
- At the point of referral to children's social care, the schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy DSL) should work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- The school will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy DSL) to work closely with children's social care (and other agencies as required) to ensure any actions the school take do not jeopardise a statutory investigation. The risk assessment will help inform any decision. Consideration of safeguarding the victim, the alleged perpetrator(s), any children directly involved in the reported incident and all children (and adult students) at the school should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy DSL) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy DSL) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions, and reasons for decisions will be recorded (written or electronic).

4. Reporting to the police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and 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 will 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. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do:

At this stage, the DSL/Deputies 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 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.

- Where a report has been made to the police, the DSL will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. The DSL will also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of

their local arrangements. • In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, the school will continue to engage with specialist support for the victim and alleged perpetrator(s) as required.

Managing any delays in the criminal process

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), the designated safeguarding lead (or a deputy DSL) will work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation. Questions about the investigation will be discussed with the police, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions).

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the DSL/Deputies will update the risk assessment, ensure relevant protections are in place for all children at the school and consider any suitable action in line with their behaviour policy. This process will include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remain(s) in the same school as the victim, the school will be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.

• Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other children or school community, the school will ensure both the victim and alleged perpetrator(s) remain protected, especially from any bullying or harassment (including online).

• Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. The DSL/deputies will discuss any decisions with the victim in this light and continue to offer support.

- If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.
- If a report is shown to be deliberately invented or malicious, the school or college should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.
- As set out in part one of Keeping children safe in education, all concerns, discussions, and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

Safeguarding and supporting the victim

The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that school is a safe space for them.

• Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. All staff should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

• Consider the proportionality of the response. Support will be tailored on a case by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

Support can include:

- Early help and children social care support as set out in Part 1 of Keeping children safe in education.
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) who provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools to ensure the best possible outcomes for the victim. Police and social care agencies can signpost to ChISVA services (where available), or referrals can be made directly to the ChISVA service by the young person or school.
- Contact details for ChISVAs can be found at Rape Crisis (England & Wales) and The Survivors Trust.
- Child and adolescent mental health services (CAMHS). CAMHS is used as a term for all services that work with children and young people who have difficulties with their emotional or behavioural wellbeing.
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations.
- The Male Survivors Partnership can provide details of services which specialise in supporting men and boys.
- NHS - Help after rape and sexual assault provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics.

- Rape and sexual assault referral centres services can be found at: Find Rape and sexual assault referral centres. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111.
- Childline provide free and confidential advice for children and young people.
- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.

Discipline and support

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. The school will treat each case individually bearing in mind that perpetrators are often also victims of abuse. The school or college should be very clear as to which category any action they are taking falls or whether it is really both and should ensure that the action complies with the law.

Working with parents and carers

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. The schools will carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing. The DSL/Deputies will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed. The DSL or Deputies will also meet with alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will be discussed. The designated safeguarding lead (or a deputy DSL) would generally attend any key meetings and take a lead on the case(s). Other agencies may be invited to attend meetings with parents/carers for both the victim and perpetrator.

The school will base all decisions on a clear behaviour and anti-bullying policy and Safeguarding and Child Protection policy. We recognise that parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Details of organisations that support parents will be provided to support them and will also be signposted on the school website in the parent/carers' section.

It is also important that intra familial harms are understood and any necessary support for siblings following incidents.

Safeguarding other children

Consideration will be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school will do all it can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed. Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could harass the victim or alleged perpetrator(s) online and/or become victims of harassment themselves. As part of its risk assessment, the school will consider any additional potential support needs to keep all of their children safe. Policies, processes, and the curriculum offer will be kept under constant review to protect all children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum.

Discipline and the alleged perpetrator(s)

With regard to the alleged perpetrator(s), the school will follow the guidelines outlined in the school's Behaviour and Anti-Bullying policy. Disciplinary action maybe be taken whilst other investigations by the police and/or children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis. The designated safeguarding lead (or a deputy DSL) will take a leading role. The school will consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or children's social care will help the school to make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.

Vulnerable groups (in relation to sexual harassment and sexual violence)

Children with Special Educational Needs

Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to sexual harassment and sexual violence. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

Concerns about any children with SEND should be raised to the DSL who will work closely with the SENCO to ensure appropriate support for the child as the matter is investigated.

Lesbian, Gay, Bi, or Trans (LGBT)

The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, children who identify as LGBT can be targeted by other children. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. At the Stonebridge School, we will ensure that all staff are vigilant and take action to support all pupils.

BULLYING

Our policy on bullying is set out in our school Behaviour Policy and Anti-Bullying Policy. Staff should follow the guidelines in this policy as bullying is now considered under peer-to-peer abuse. We acknowledge that children who bully other children may need to be considered under child protection procedures of the school.

ONLINE BULLYING & CONDUCT

All incidents of bullying will be dealt with in line with the school's Behaviour Policy, E-Safety and ICT AUP Policy. Where necessary, incidents will be escalated to the three safeguarding partners (police, health and social services).

RACIST INCIDENTS

Our policy on racist incidents is set out in our Behaviour and Anti-Bullying Policy. It acknowledges that a single serious incident, repeated racist incidents or to allow or condone racism may lead to consideration under child protection procedures.

5. Domestic Abuse

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

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- 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. (The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

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.

As a school we have signed up to Operation Encompass whereby the police inform us if they have been called out to an incident of domestic abuse that involves any of our children so that we can best prepare a safe and supportive environment when they come into school. The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

6. PREVENT

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy DSL) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

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

The school adopts the government's 'Prevent' initiative and seeks to address any issues through four key areas as suggested by the government:

- Leadership and values
- Teaching, learning and the curriculum
- Pupil support processes
- Managing risks and responding to events

Leadership and values

The school community including staff and parents are expected to demonstrate an adherence to the school's core values and staff Code of Conduct and model expected behavior continually. This is through:

- building ties with all local communities, seeking opportunities for linking with other schools
- staff identifying children whose behaviour suggests that they are being drawn into radicalisation or extremism and being able to deal with a young person saying something unpalatable, incendiary or offensive
- exploring and promoting diversity and shared values between and within the school communities
- creating explicit values that are inclusive of all pupils and develop critical personal thinking skills
- understanding young people's preconceptions. These may reflect extremist or otherwise offensive thinking, but rather than ignoring them, allowing the views to be aired and dealt with.

Teaching, learning and the curriculum

- Explore key issues through the curriculum and through pupil participation and safeguarding processes.
- Implement social and emotional aspects of learning through circle time, PSHE curriculum.
- Use of drama, assemblies, books to promote tolerance and understanding and building in discussion opportunities and group exercises, and taking an approach that emphasises "honest realism" rather than shying away from controversial details.
- Address and explore issues through The Stonebridge School Values.
- Through cross curricular links offer opportunities for discussions.
- Having a curriculum that actively promotes an understanding of fundamental British Values.

Pupil support processes

- Support those at risk of being isolated.
- Use restorative approaches to repair harm caused.
- Use of social skills groups and Place to Be and other therapeutic interventions to explore deep rooted issues.
- Create a safe place for pupils to discuss issues that they experience.
- Support parents through work with the PSA.

Managing risks and responding to events

- If staff suspect that a child may be at risk, the concern would be recorded following all safeguarding concerns as highlighted in this policy; the Safeguarding form would be completed and handed in to a DSL.
- Challenge and deal with all prejudices including Islamophobia, anti-Semitism and other prejudices.
- Use 'safe to learn' anti-bullying strategies to minimise hate and prejudice-based bullying.
- Referrals made based on concerns and relevant agencies contacted.
- Parental support through meetings and support from the PSA.

7. CHILDREN MISSING FROM EDUCATION (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2022) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date. The Attendance Officer will consult with the DSL. Where any child we expect to attend school doesn't attend, or stops attending or complete tasks remotely and does not, we will:

- Contact the parents/carers to establish the reason for non-attendance.
- Families for whom the school have not made contact will be referred to the Education Welfare Officer (EWO).
- The social worker(s) of children with a multi-agency plan will be notified about their absence as well.
- We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details through our newsletters, website messages and social distanced conversations at school.

Attendance

The school will carry out daily registration and absences will be dealt with in accordance with the school's attendance and punctuality procedures by the Attendance Officer and the correct codes used in light of any government guidelines relating to remote education. The attendance and absence procedures will be instigated when;

- there is a repeated pattern of absence
- the reason for absence is unclear or unexplained
- a member of staff has concerns about a pupil's absence
- the parent/carer cannot be contacted to get a reason as to why the child is absent is not accessing the learning set remotely.
- a parent/carer informs that their child is leaving or has left the school.

When a pupil leaves the school, the school will make contact with the receiving school to ensure that the child is registered and has started to attend. Child Protection documents will be sent to the receiving school where relevant through secure means of transfer either electronically or in person.

When a pupil leaves the school without clear indication of a receiving school, the school will notify the EWO so that tracking procedures can be started.

The school will also inform the EWO of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Elective Home Education

The DfE recognises that 'many home educated children have an overwhelmingly positive learning experience'. However, it can also 'mean some children are less visible to the services that are there to keep them safe and supported in line with their needs'. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the LAs, schools, and other key professionals will work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

8. SO CALLED 'HONOUR BASED' ABUSE

Honour Based Abuse (HBA)

Honour based violence (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour; these may include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency. The school recognises that incidents of Honour Based Abuse (HBA) involving children at primary school may be scarce though not impossible. However, it is imperative that staff are aware of such issues that may affect families or involve families in our school and consequently the children at our school through older siblings or other family members.

Female Genital Mutilation (FGM) is physical abuse

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 years old and 8 years old.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs
- Fracture or dislocation of legs/arms as a result of restraint
- Spend long periods of time away from a classroom during the day
- with bladder or menstrual problems
- Severe pain in groin area
- Haemorrhage
- Being withdrawn - emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends);
- Urinary infections
- Change in physical appearance/dress & body language

Whilst all staff should speak to the designated safeguarding lead (or deputy DSL) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. The Serious Crime Act 2015 sets out a duty

on teachers to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made). Teachers must personally report cases to the police where they discover that an act of FGM appears to have been carried out by calling 101; and then report any such cases to the DSL/ headteacher. Cases should be reported by the close of the next working day at the latest. The duty does not apply in relation to at risk or suspected cases. Where there is a risk to life or likelihood of serious immediate harm, the case must be reported immediately to the police by calling 999 if appropriate.

Forced Marriage (FM)

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where pressure is a factor. This is an entirely separate issue from arranged marriage. Forced Marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings.

Forced Marriage is a criminal offence since June 2014.

A person commits an offence under the law of England and Wales if he or she:

- uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage, and
- believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.
- practises any form of deception with the intention of causing another person to leave the United Kingdom, and
- intends the other person to be subjected to conduct outside the United Kingdom that is an offence under subs (1) or would be an offence under that subsection if the victim were in England or Wales.

Any information pertaining to Forced Marriage must be reported to the Designated Safeguarding Leads who will contact the relevant agencies. Staff must not attempt to intervene directly in such cases. Issues around human rights are addressed through the curriculum focusing on key aspects such as rights of girls, individualism, Saying No.

9. MENTAL HEALTH

All staff at the Stonebridge School are 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. Mental health concerns about a child are also safeguarding and staff must report these to the DSL or a deputy DSL. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Only trained professionals can diagnose mental health needs, but, as with other safeguarding issues and abuse, school staff are in a good place to spot changes in children that suggest they may have, or be developing, a mental health issue. Staff are trained to be alert to changes – these could be physical, behavioural, or emotional. Staff are aware that:

- Mental health needs can also make children more vulnerable to abuse, or be an indicator that a child is experiencing abuse
- Abuse, neglect, exploitation and other potentially traumatic adverse childhood experiences can affect children's mental health
- That some children will have developed anxieties related to coronavirus, or found the long period at home hard to manage. For other children, the crisis might have exacerbated existing mental health needs, like self-harm or eating disorders

Staff and volunteers will be aware of the possible effects that various issues have on pupils' mental health and that signs of mental health issues could be indicators that a child is being significantly harmed or has been harmed. Staff will look out for behavioral signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed. Mental wellbeing will be taught through our curriculum and when faced with cases that require specialist intervention, in conjunction with the SENCO and parents/carers, families will be referred to appropriate agencies such as CAMHs, GPs and other forms of therapy. The necessary referrals will be made and support triggered for the children.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. All staff (especially in the office are best placed to raise concerns around the identity of children as the children are enrolled into the school) must pass on any concerns about modern day slavery.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents near a school can raise concerns amongst children and parents/carers, for example, people loitering nearby or unknown adults engaging children in conversation. Staff must ensure that they are handing children to the relevant adult at the end of the school day. Parents/Carers are to call the office to inform staff of any new appointed adults that will collect their children.

Admin staff must ensure that authorisation is gained from the parents/carers before a child/ren are handed to an adult not on the contact list. All staff to liaise with a member of SLT if they need further support. As children get older and are granted more independence (for example, as they start walking to school on their own), it is important they are given practical advice on how to keep themselves safe. As a school, we provide outdoor-safety lessons delivered by teachers or by local police staff. These lessons focus on building children's confidence and abilities to deal with safeguarding risks rather than simply warning them about all strangers.

Children and the court system

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

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We are aware that families may not wish to share with the school information relation to a family member being in prison however whenever this information is shared, the DSL will work with the family and with relevant agencies to support the children to help mitigate any negative consequences for those them.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) 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 must be passed on to the DSL/Deputies as soon as possible. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy DSL) should ensure appropriate referrals are made based on the child's circumstances.

KEY GROUPS TO BE MONITORED BY THE DSL

CHILDREN WITH A SOCIAL WORKER

At the Stonebridge School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

The DSL/Deputy DSLs have regular touch base meetings with the children. The school facilitates social workers to carry out 1:1 work and support with the children at school. Meetings with the school nurse are also facilitated by the school. The Admin team inform the DSL when children without a social worker are absent and this information is passed onto the social worker. The overall wellbeing and educational outcomes are monitored by the DSL and necessary actions taken.

LOOKED AFTER CHILDREN - (LAC)

The DSL is responsible for Looked After and those recently leaving care. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- oversees the general well-being and progress of all LAC children.
- offering in school support such as anger management, play therapy or social skills training as appropriate.
- targeting pupil premium specifically to support children in care.

- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- monitoring their academic progress carefully to try to ensure they are making good progress in school making full use of “tracker” systems
- informing Year Leaders that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team
- being careful not to accept any under achievement just because the child is ‘looked after’
- looking out for difficulties with home learning or resources that may be a result of their being in care and liaising with carers to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self-esteem projects/residential organised by the school as and when appropriate.

SPECIAL GUARDIANSHIPS & ADOPTION

We also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package and work with external services appropriate to their particular circumstances.

PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

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. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

YOUNG CARERS

It is the responsibility of the DSL to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation. This package would contain elements of the support offered to pupils looked after by the local authority.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. At the Stonebridge School our Child Protection & Safeguarding Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At the Stonebridge School, we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example children can use pictures and drawings supported by adults that are familiar to them, use of Makaton or pecs to support communications.

SAFEGUARDING IN THE EARLY YEARS

Staff Ratios

We ensure that staff ratios are compliant with statutory guidance to keep children safe.

In our Nursery;

- At least 1 member of staff is a school teacher or has another approved level 6 qualification
- There is at least 1 member of staff for every 13 children
- At least 1 other member of staff holds a full and relevant level 3 qualification

In reception classes there are never more than 30 children per teacher, except where permitted exceptions apply. There is secure process for children to be dropped off and collected at the end of the school day.

ADDITIONAL SAFEGUARDING MEASURES

ACCIDENTS & WELFARE

If an accident occurs, the child/ren are sent to the medical rooms. The Welfare officer then judges whether any medical attention is required. In cases when children are medically attended to, a first aid slip is sent home to the parents/carers and a copy of it is kept in school. The welfare officer is first aid trained as well as a number of other adults in various classes in the school. Where a child requires medication regularly, a meeting will be held with the welfare officer and parent/carer and a plan is set out, outlining the frequency of the medication and dosage. The parent also signs a letter to consent that the welfare officer can administer the medication.

Pediatric First Aid

The Welfare Team staff have valid Pediatric First Aid Training; this is updated regularly and in line with statutory guidance. In addition to this, all the Nursery Nurses and reception class teachers also have Pediatric First Aid Training. There is also at least one member of staff in each year group who has been first aid trained. More than half of the SMSAs have also had pediatric first aid training so that they can attend to children during playtimes.

Medication

All parents/carers have to complete a form to give consent children who require medication to be administered during the school day. Medication is kept in the Welfare Room and in the Nursery for the Nursery children. If a child requires more complex medication to be administered, a meeting is held with the Welfare Team, the School Nurse or relevant medical professional, parents/carers to complete a risk assessment for the child and for any additional training to happen. A risk assessment will then be written by the Welfare Team and is shared with relevant adults who will read it and sign. A copy will be kept in the Welfare Room.

HEALTH AND SAFETY

The Site Team oversee other health and safety requirements and report this to Senior Leaders including site security. Daily checks are carried prior to staff and children coming on site and actions taken. Our Health & Safety policy are set out in separate documents. They reflect the consideration we give to the protection of our children within the school environment.

SITE SAFEGUARDING

The school safeguards the site in a variety of ways. All entrances to the school building are secure. Access to the school site is via the main office and all visitors are expected to sign in and wear a visitor's badge. All members of the school have a fob and an identification badge which has their name and role. A weekly survey is carried out by the site manager and the fire alarm is tested on a weekly basis as well. Ongoing issues are raised by staff and these are logged for the site staff to deal with. These are monitored regularly and actions and outcomes are written in response to issues.

FIRE DRILLS & LOCKDOWN

Fire drills are carried out half termly and the findings are reported to the governors and actions are written and followed up by site staff. The school has Lockdown Procedures and Senior Leaders ensure that children and staff practise what to do should so that they know how to keep themselves safe.

INTIMATE CARE

Intimate care is any care which involves carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. The school is committed to ensuring that all staff responsible for intimate care of children will undertake their duties in a professional manner at all times. Where a member of staff has carried out intimate care the parent/carer should be informed when the child is collected from school. More details can be found in the Intimate Care Policy.

SAFEGUARDING IN THE CURRICULUM

At the Stonebridge School, pupils are taught about how they can keep themselves and others safe, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. Children are taught to recognise when they are at risk and how to get help when they need it. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. Our school will therefore support all pupils by:

- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying – PSHE, Circle Time, Worry Box, SEND support, Lunchtime and After School Clubs & 1:1 sessions with Senior Leaders.
- promoting a caring, safe and positive environment within the school – School Core Values, Year Group assemblies, Collective Worship through class assemblies, PSHE and Circle Time.
- offering the support through specialist agencies as part of Early Help.
- liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- notifying Social Services as soon as there is a significant concern.
- providing continuing support to a child about whom there have been concerns when moving from one class teacher to another or who leaves the school by ensuring that appropriate information is forwarded under confidential cover.
- ensuring that children who are at risk are closely monitored.
- ensuring that monitoring procedures are up to date and regularly reviewed.
- children will be given time & privacy should they wish to talk to an adult.
- ensuring the school ethos which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- including in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help – Curriculum Map for PSHE across the school.
- having an E-safety policy which emphasises how children can be safe when using the Internet. Staff are trained and themes of e-safety are looked at through the curriculum and assemblies throughout the year.

ONLINE SAFETY

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- **The 4 key categories of risk**
- Our approach to online safety is based on addressing the following categories of risk:
- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams
- **To meet our aims and address the risks above, we will:**
- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private

- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly
- This section summarises our approach to online safety policy. For full details about our school's policies in these areas, please refer to our online safety policy which can be found on our **www.stonebridgeprimary.co.uk**.

Cybercrime

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

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. All concerns of this nature must be passed onto the DSL immediately.

SAFEGUARDING MEASURES RELATING TO STAFF & VOLUNTEERS

SAFER RECRUITMENT

The school is committed to safer recruitment processes and ensures that all new members of staff are safe to work with children. All staff, volunteers and students have an enhanced DBS check. The school will deploy the harms test to ensure the suitability of all staff working in the school. This in regard to a person's conduct outside school, and need not include a child, for example, domestic abuse of a partner.

It is the responsibility of the member of staff, volunteer or student to make the Head Teacher, Deputy Head Teacher or Business Manager aware of any changes to their DBS or of any such incidents which may impact on their suitability for the role within which they are working. From March 2016, the government has introduced the requirement for all governors of maintained schools to undergo an enhanced DBS check in order to "provide reassurance to the governing body that an individual is not disqualified from holding office as a governor due to criminal convictions". 128 checks will

also be carried out on governors as well as relevant checks for overseas staff. The school holds a single Central Record with relevant data for all members of staff, governors and volunteers. All supply staff are added to the Single Central Record (SCR). Checks for supply teachers are supplied by their agencies and they are then checked by the Admin Officer who oversees the Single Central Record.

ALLEGATIONS AGAINST STAFF

At the Stonebridge School, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by contacting the office. All information will be passed on to the chair of Governors directly. Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern or allegations that meet the harms threshold. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations that may meet the harms threshold

- The guidance in KCSIE (Part Four) will be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:
- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works will be undertaken. Advice from the local authority designated officer (LADO) will be sought.

All allegations of this nature must be reported to the Headteacher/Deputy Headteacher (if the headteacher is unavailable). If the concern is about the headteacher then staff should report to the concern to the Chair of Governors. All concerns must be reported without delay. A "case manager" will lead any investigation. This will be either the headteacher, or, where the headteacher is the subject of an allegation, the chair of governors or chair of Governors. Allegation/concerns that do not meet the harms threshold are referred to as 'low level concerns'. (*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.) Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns; concerns that do not meet the harms threshold

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns

- details of the concern
- context in which the concern arose
- action taken

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. The school will follow the recommended guidance to keep all records at least until the individual leaves their employment. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO. The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again. (* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible).

Non-recent allegations

Where an adult makes an allegation to a school or college that they were abused as a child, the individual should be advised to report the allegation to the police. Non-recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police. Abuse can be reported no matter how long ago it happened.

PHYSICAL INTERVENTION

We acknowledge that staff must only ever use physical intervention as a last resort and at all times be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may very well be considered under child protection or disciplinary procedures. The school follows The DFE guidance Use of Reasonable Force (2013) alongside Reducing the Need for Restraint and Restrictive Intervention (2019). If staff are involved a situation where they have to restrain a child. A Safeguarding Incident form is completed and the incident discussed with the DSL/Deputy DSLs. Parents/carers are informed of the incident. The member/s of staff may also have supervision with the DSL/Deputy DSLs. The incident is also uploaded onto CPOMs.

LONE WORKING

Staff are advised to inform another colleague if they are working in a one to one situation with a child. This situation should be avoided wherever possible. Rooms should be selected with a window in the door or the door should be left open. School staff are advised to avoid situations where allegations may be made against them by avoiding working in one to one situations that are not in a public area.

WHISTLEBLOWING

All staff should be aware of their duty to raise concerns, where they exist, about the attitude, actions or conduct of colleagues. These concerns should be brought to the attention of the Headteacher. Concerns about the Headteacher should go to the Chair of Governors. Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy. A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

STAFF TRAINING

All new staff and volunteers will be given an induction. The Induction Training is mandatory will include;

- the safeguarding and child protection policy;
- the behaviour policy;
- the staff code of conduct policy;
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE 2022). All staff will sign a declaration confirming that they have received an induction and understand their safeguarding responsibilities.

Regular staff training

All other staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff will receive regular safeguarding training in relation to national updates as well as any safeguarding updates within the school.

Other training opportunities

The DSL and Deputies will attend training every two years; and in addition to formal training, their knowledge and skills will be refreshed at regular intervals, at least annually.

Safer Recruitment training will be made available to all relevant staff and governors who are involved in the recruitment process.

EDUCATIONAL VISITS

All educational visits and visitors must be link to the curriculum and should be agreed by the Educational Visits Co-ordinator prior to the visit. Staff will be expected to complete a risk assessment highlighting control measures that they will implement for the visit to ensure the safety of the whole group. Parents/carers will be informed about local visits however their consent will be sought for visits that are not local to the school. Educational Visits Procedures are set out in separate documents. They reflect the consideration we give to the protection of our children within when undertaking school trips and visits.

VISITORS

All visitors to the school will undergo relevant safeguarding checks to ensure that they are suitable to work with children and appropriately supervised. The staff member organising the visit is responsible for liaising with the admin officer who carries out these checks. Key aspects of the checks for visiting speakers will include:

- a formal procedure for inviting speakers, which involves approval by a member of SLT and a clear understanding of why the speaker has been chosen
- a list of appropriate checks on the suitability of the person, which may include internet searches and/or contacting other schools where the person has spoken previously
- although not always possible, it is useful to invite speakers from an established company, charity or other group whose aims are well-documented
- a document for the speaker to read and sign, to ensure that they understand they must abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material.
- an understanding that the speaker will be expected to talk with staff about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand
- an understanding that such talks and presentations will not be used to raise funds, without the prior written permission of the Headteacher
- arriving at reception in good time to book in, and must bring suitable identification. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in 'regulated activity' and so will not necessarily have a DBS certificate to present
- being supervised at all times and not left alone with pupils, unless they have confirmed DBS checks.
- understanding that their presentation will be brought to an early end, if the content proves unsuitable.

After the presentation, an evaluation form should be completed which will include feedback from staff, note any contentious subject areas or comments, and state whether the speaker could be booked again in the future. Once a person has visited a school, future checks should be proportionate.

Use of school premises for after school activities/ non- school related activities

For all after school activities that are supervised by the school staff, all the child protection and safeguarding arrangements will apply. When other organisations use the school premises for events that involve young people/children or during a time when young people or children are on site, the service provider will have to demonstrate appropriate safeguarding and child protection arrangements as outlined in Keeping Children Safe 2022 (part 2). The safeguarding arrangements should be included in any lease or hire agreement; (including inspecting these as needed); as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

INAPPROPRIATE BEHAVIOUR BY VISITORS

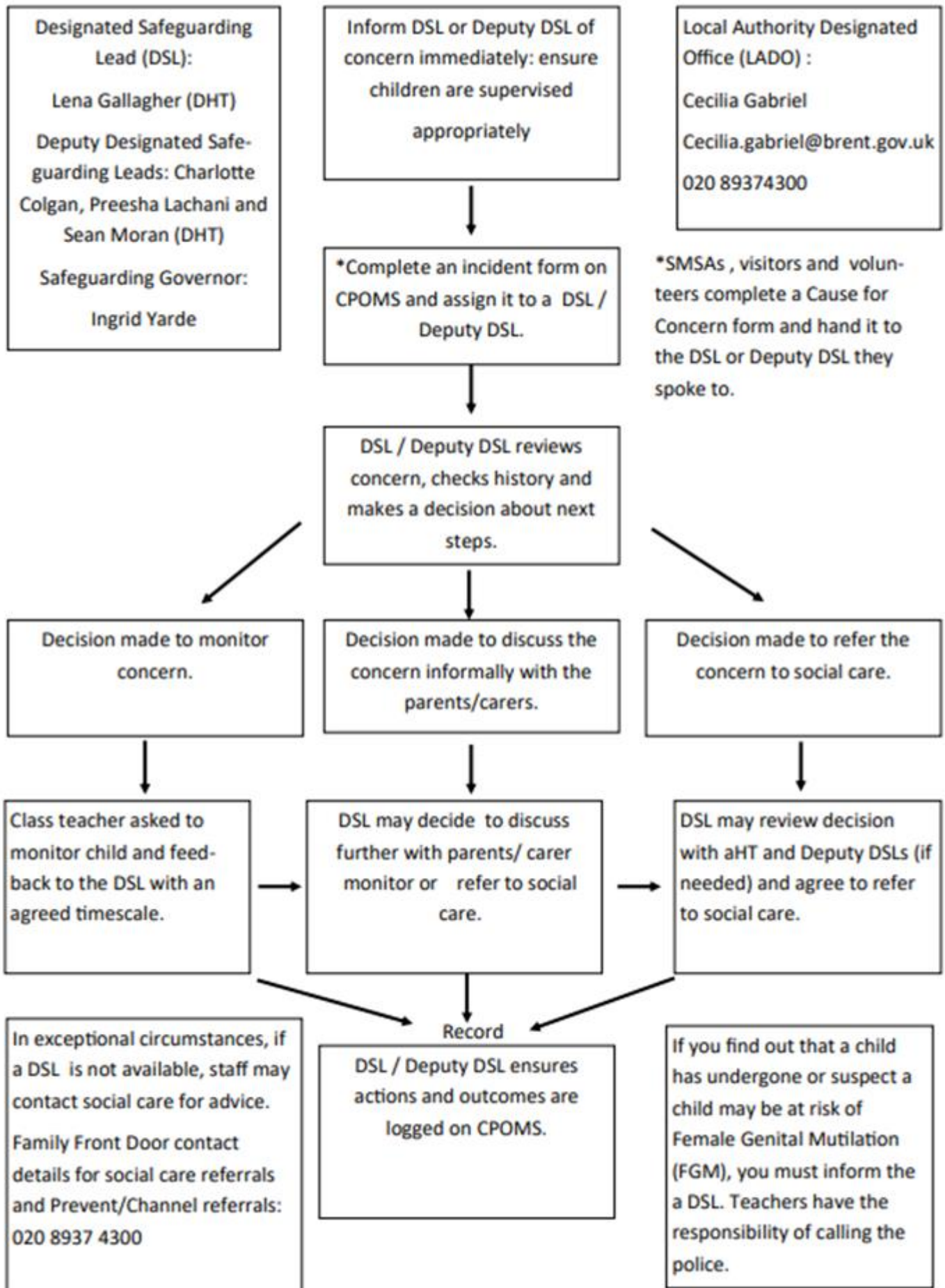
The school expects all the school community to adhere to the school's core values. Where any visitor is causing harassment, anxiety and distress, (HAD) the school will record such incidents and further action such as a ban from the school premises may be enforced.

UPDATES

This policy will be updated regularly; at least annually.

APPENDIX 1: FLOW CHART FOR RAISING SAFEGUARDING CONCERNS

Flow chart for Raising Safeguarding Concerns About a Child



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

Indicators include:

- Marks and Bruises
- Suspicious stories about how marks made
- Frequent bumps etc
- Broken Bones
- Frightened / nervous at simple movements / jumpy
- Jumping when adult raises voice
- Introverted, shy or withdrawn
- Tearful
- Poor behaviour / Bullying others
- Repeating inappropriate behaviour/ bullying
- Violent outbursts
- Hair missing
- Scratches / burns
- Stories include violent descriptions / pictures depict regularly violent scenarios
- Hitting or aggressive to other children
- Sleeping in class
- Self-conscious when changing for PE
- Restless and fidgety
- Wetting / soiling them self
- Mood swings
- Little contact with other children
- Poor attendance
- Use of bad language
- Physically threatening behaviour
- Shouting

Additional signs:

constant injuries that can't always be explained / change of mood / withdrawn or aggressive / change of character or behaviour / self-comfort / verbal abuse / non-cooperation / poor health / unkept / fear of adults / absences / strange behaviour after weekends or holidays / forgotten pe kit / flinching in response to sudden movements / frequent medical appointments / do not want to go home at the end of the day / unable to form relationships with adults / self-protection / guarding / lack of eye contact / constantly ill with no real symptoms / fearful of adults

FGM

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is illegal in the UK and it is also illegal for someone to arrange for a child to go abroad with the intention of having the procedure carried out.

Indicators include:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Fracture or dislocation of legs/arms as a result of restraint
- Spend long periods of time away from a classroom during the day
- with bladder or menstrual problems
- Severe pain in groin area
- Haemorrhage

- Being withdrawn - emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends);
- Urinary infections
- Detached / isolated
- Change in physical appearance/dress & body language
- Withdrawn aggressive
- Unable to form relationships with adults
- Changes in attitude, personality or behaviour
- Changes in interaction with others
- Feelings shown through writing or art work
- Peer group problems
- Extremes of emotion
- Underachieving

Teachers have a mandatory statutory duty to report cases where FGM appears to have been carried out on a girl under the age of 18 to the police by calling 101. Teachers must also inform the DSL. Non-teaching staff must inform the DSL or Deputy DSL if they discover FGM has been carried out. Any cases where staff suspect a child has undergone FGM or is at risk of having FGM carried out must be reported to the DSL.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Children witnessing the effects of domestic abuse between the parents or carers can also be victims of domestic abuse.

Indicators include:

- Low self esteem
- Withdrawn / frightened / shy
- Secretive
- Makes little eye contact
- Emotionally finds it difficult to maintain relationships with peers and adults
- Jumpy or stuttering during conversations with adults
- Cries a lot / very sensitive
- A Loner
- Pictures use mainly dark colours
- Stealing
- Mood swings
- Lack of concentration
- Very quiet, speaks little
- Poor social skills
- Bullies others
- Very unsettled
- Anti-social behaviour
- Lack of confidence

Additional signs:

wetting / soiling / self-harm / self-comfort / rocking / change in appetite / underachievement / timid / tearful / anorexic / bulimic / do not want to go home at the end of the day / attention seeking / changes in standard of work / depression / introverted / withdrawn / changes in relationships / no friends / hard to make friends / needy / clingy / change in physical appearance/dress & body language / withdrawn aggressive / changes in attitude, personality or behaviour / changes in interaction with others / peer group problems / extremes of emotion / alien to praise

DOMESTIC ABUSE (EMOTIONAL ABUSE)

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Domestic abuse is often thought of abuse between adults e.g. partners or family members, however, children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Indicators include:

- Disproportionate reactions (overly apprehensive, tearful, angry or fearful)
- Withdrawn or quiet
- Negative relationships with opposite sex (children and peers)
- Aggression or bullying
- Tantrums
- Vandalism
- Problems in school, truancy,
- Difficulty with speech problems that were not there before
- Difficulties with learning
- Attention needing
- Struggle to make or keep friendships
- Reluctance to come to school
- Reluctance to go home with parents
- Aggressive comments or language (sometimes not expected for that age)
- Self-harming
- Nightmares or insomnia
- Bed-wetting
- Anxiety, depression, fear of abandonment
- Feelings of inferiority
- Constant colds, headaches, mouth ulcers, asthma, eczema
- Seem afraid or anxious to please
- Need for constant acceptance
- Be possessive over friends or belongings

Additional signs:

change of mood / withdrawn or aggressive / change of character or behaviour / self-comfort / verbal abuse / non-cooperation / / unkept / fear of adults / absences / strange behaviour after weekends or holidays / extreme responses to correction/ flinching in response to sudden movements / frequent medical appointments / do not want to go home at the end of the day / unable to form relationships with adults / self-protection / guarding / lack of eye contact / constantly ill with no real symptoms / fearful of adults

SEXUAL ABUSE

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

Indicators include:

- Hiding under clothes / baggy clothes
- Inappropriate physical contact with other children

- Withdrawn / shy
- Aggressive to children of the opposite sex
- Scared of others
- Don't like being touched
- Touch themselves or others
- Won't change for PE
- Very quiet or loud
- Use of sexual language
- Stories or drawings include sexual connotations
- Exposing self
- Hesitate when wanting to talk to teacher
- Soiling/ wetting / stains on underwear
- Repeated Urine problems
- Re-enacting sexualised behaviour as part of play
- Bruising
- Sexually specific behaviour or / and language
- Abusive to other children
- Little physical contact, finds hugs touches difficult will move away.

Additional signs:

sexual play – home corner / playground / inappropriate / provocative sexual language / medical difficulties / change of mood / withdrawn or aggressive / change of character or behaviour / masturbation / anorexic / bulimic / self-harming / do not want to go home at the end of the day / secretive / withdrawn / change in physical appearance/dress & body language / unable to form relationships with adults

CHILD SEXUAL EXPLOITATION (CSE)

CSE is a form of abuse that occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE can affect children, both male and female and can include children who have been moved from local authorities or other countries (commonly referred to as trafficking) for the purpose of exploitation.

Indicators include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);

- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);
- Sexual identity.

Child Criminal Exploitation (CCE)

CCE occurs 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.

Indicators Include:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

NEGLECT

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

Indicators include:

- Child smells, clothes are dirty, hair unbrushed
- Appears unhealthy but is always in school when unwell
- Low attendance – EWO involvement
- No Breakfast
- Is unfamiliar with basic routines of feeding self and toileting etc
- Always hungry
- Late before and after school
- Attention seeking / needs praise to feel confident
- Poor hygiene, does not know how to use toilet properly
- Angry
- Parents have little contact with school. Do not attend parents evening
- Homework not completed / PE kit repeatedly forgotten
- Correct clothes not worn to school i.e. not warm enough in winter, not cool enough in summer
- Steal things
- Come to school on their own when they are too young

- Lying
- Older siblings care for younger children and take on the parent role.
- Cries a lot
- Makes slow progress
- Packed lunch does not provide child with a balanced diet
- Over eats at lunchtime
- Untidy / unkempt
- Parents do not follow up medical requests from school i.e. need for eyes to be tested.
- Instability in family, different carers/ boyfriends
- Sleeps in class / Goes to sleep late little routine at home

Additional signs:

Inadequate packed lunch / unkempt / scruffy / sleeping during lessons / overly tired / repeated health problems that go unchecked or are not dealt with / headlice / ringworm not dealt with and constantly reoccur / disorganised / attendance / punctuality (end & beginning of day) / do not want to go home at the end of the day / overweight / unable to form relationships with adult / content of writing or drawing / underachieving

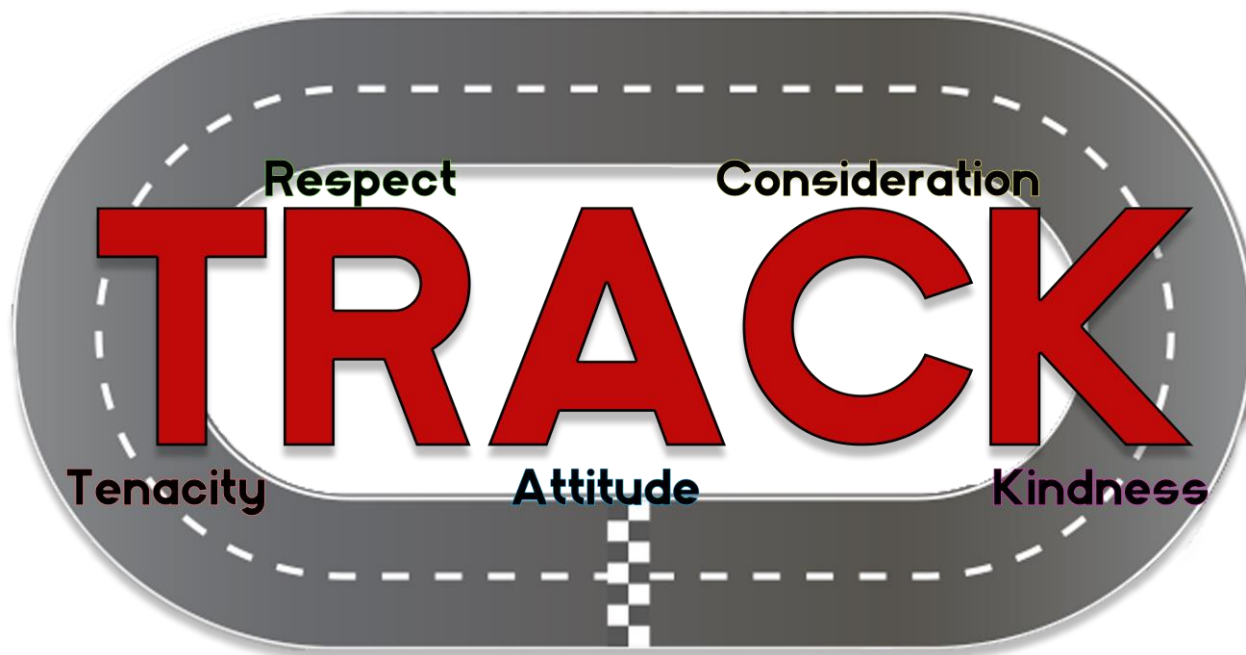
APPENDIX 3: GUIDELINES FOR MANAGING DISCLOSURES BY CHILDREN

When a child makes a disclosure, they may well experience deep anxiety over the consequences of this, for themselves and for any person they may name. They need reassurance, support and your honesty.

- **Never promise that you will keep secret anything a child discloses.**
- **Wherever possible, staff should ensure that, while still giving confidentiality, the door of classrooms are kept open. (This may not be appropriate in some situations).**
- Always be clear that you may have to tell the DSL or the Headteacher and that they will decide what to do.
- Re-assure the child that they have not done anything wrong.
- If a child needs further re-assurance tell them that they have done the right thing / a brave thing, by telling.
- Don't give false assurances like 'Everything will be ok'.
- When a child is making a disclosure let them do the talking. **Do not ask any leading questions** e.g. 'did he/she hit you?' We need to know 'what' happened, 'when' it happened and, if possible, by 'whom'. **Don't** try to find out if it has happened before.
- You might say 'Tell me a bit more' or ask something like 'How did you feel?' As a rule the child should do the talking. Give them plenty of time to respond – long silences are ok.
- If they are reluctant to speak any further don't push them. A trained person will ask the questions at a later time, if necessary.
- If you are in doubt about a question being a leading one don't ask it.
- Never make judgements about any disclosures e.g. 'That was bad thing your mum/dad did'.
- It is important to listen. Try to record the conversation or make notes as the child is talking, you may say, 'As this is so important is it alright if I write down what you are saying?' If you feel this is not appropriate listen and then write your record as soon as possible. It should be an accurate record of what they say and what you say. Hand the record over to the designated teacher
- Be aware of the time as you are talking with the child – if it is in the afternoon action may well need to take place before the end of school day.
- Never discuss a disclosure with anyone other than the DSL / Headteacher (Assistant Headteachers in the Designated teacher's and Head Teacher's absence) or class teacher.

APPENDIX 4: VALUES

Our Core Values



VALUES CELEBRATED EVERY MONTH

MONTH	VALUE CELEBRATED
September	Respect
October	Equality
November	Self-control
December	Generosity
January	Compassion
February	Forgiveness
March	patience
April	fairness
May	determination
June	Honesty
July	Optimism

APPENDIX 5: PROMOTING FUNDAMENTAL BRITISH VALUES

We believe that it is important to have a curriculum that actively promotes the fundamental values of the society in which we live. We are very proud of the meaningful ways we do this in our school.

Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with Different Faiths and Beliefs
<ul style="list-style-type: none"> • Peer voting for roles and responsibilities e.g. School Council • have to write a letter of application • Pupil Voice decisions made by School Council e.g. school lunch menus • Black History Month • Disability Awareness Month • Pupil Voice feedback about teaching and learning • Debates within lessons • PHSE Curriculum 	<ul style="list-style-type: none"> • High standards and expectations of behaviour and the impact and consequences of not following rules. • Class Behaviour Charters • E-safety lessons • Road safety awareness • Anti-bullying week • Visits to places that promote equality 	<ul style="list-style-type: none"> • School Council • Children encouraged to take on additional responsibilities e.g. playground buddies • Celebration of achievements in assemblies and through certificates and house points • Circle Time • Place2 Talk • E-safety lessons • Pupil Voice feedback • Black History Month • Disability Awareness Month • Our 12 School Values 	<ul style="list-style-type: none"> • RE Curriculum • Assemblies • Whole School celebrations for Eid, Diwali and Christmas • Visits to local places of worship • Exploring different cultures through the curriculum particularly art and music

**THE STONEBRIDGE SCHOOL**

Shakespeare Avenue,
Stonebridge,
NW10 8NG

Tel: 020 8965 6965

NAME OF CHILD			
DATE OF BIRTH		YEAR GROUP	
ADDRESS			
INFORMATION NEEDED FOR			
DATE			
ACADEMIC ATTAINMENT			
ACADEMIC PROGRESS			
BEHAVIOUR AND SOCIAL RELATIONSHIPS – with peers and staff			
ATTENDANCE & PUNCTUALITY			
CONTACT WITH PARENTS / CARERS – General contact and Parent's Evening attendance			
ANY SPECIFIC INCIDENTS OR MATTERS OF CONCERN			
ADDITIONAL INFORMATION REQUIRED – P.E. Kit/ Homework			

[The Stonebridge School](#)
[Safeguarding Concern Sheet](#)

Date	Time	Location
Full name of child	Year & Class	Those Involved

Details of concern

Please ensure that this is an accurate account and including any specific details, e.g. location and rough size of injuries. You must only use the child's exact words - do not paraphrase.

Date: _____

Please ensure that this is handed in to the Designated Safeguarding Lead or a Deputy Safeguarding Lead.

APPENDIX 7: KEY DOCUMENTATION

At the time of reviewing the policy, the following documents were referred to. Staff need to be mindful that these links may not work as legislation changes. When the policies are reviewed following new legislation, these will be amended as and when needed.

Keeping Children Safe in Education (KCSIE), 2022

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

Working Together to Safeguard Children, 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

What to do if you're worried a child is being abused, 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Sexual violence and sexual harassment between children in schools and colleges, 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Multi-agency statutory guidance on female genital mutilation, 2016

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/746560/6-1914-HO-Multi_Agency_Statutory_Guidance_on_FGM_-_MASTER_V7_-_FINAL_-_Amended081018.pdf

Prevent, 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Information sharing, 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf