

Child Protection and Safeguarding Policy



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In June 2020 Soma Sara created the Everyone's Invited website which provides a platform for people to highlight and eradicate sexual violence against women and girls. In the early part of 2021, over 8,000 school pupils made allegations of sexual violence and abuse perpetrated in schools in the UK.

These reports may prove to be a fraction of the real problem following a senior police officer acknowledging that some schools may have covered up sexual offences in order to protect their reputation.

These allegations have prompted a call for all school staff to be trained to spot signs of abuse. Additionally, in late March 2021 the NSPCC launched a helpline specifically to report concerns in this area. This may well give a better indication as to the scale of the problem within schools.

Schools who are genuinely committed to safeguarding children will be shocked by these revelations but will not shy away from transparency or fear scrutiny.

Belle Vue school is committed to a culture of openness, transparency, and an unwavering commitment to safeguarding children. The school staff have a wealth of expertise, much of this within the field of child protection, and focusing staff on recognising the signs of abuse is a key part of CPD. Our schools are extensively covered by CCTV and all staff are encouraged to maintain professional curiosity wherever the safeguarding of a child may be compromised. Within our schools we will continue to operate with integrity and transparency and any concern of sexual abuse or sexual violence will be thoroughly investigated, recorded, and reported accordingly.

As a school we assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports. We work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy with appropriate sanctions, pastoral support and a carefully planned RSHE curriculum that includes addressing issues of consent.

We support the NSPCC in their ongoing work to protect children and will promote their helpline to report concerns of sexual abuse in UK schools to our pupils, their care givers and our staff. The NSPCC helpline can be reached on 0800 136 663 or by emailing help@nspcc.org.uk This helpline supports the Government advice on reporting child sexual abuse [Report child abuse - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/report-child-sexual-abuse)

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children; we expect all staff and volunteers to share this commitment. We endeavour to provide a safe and welcoming environment where children and adults feel respected and valued.

We maintain an attitude of 'it could happen here', where safeguarding is concerned, and promote a culture of openness where children and adults are able to talk and are listened to. Any concerns are passed to the designated safeguarding leaders within the school.

We ensure that all staff receive appropriate training, guidance, and support to undertake the effective safeguarding of children.

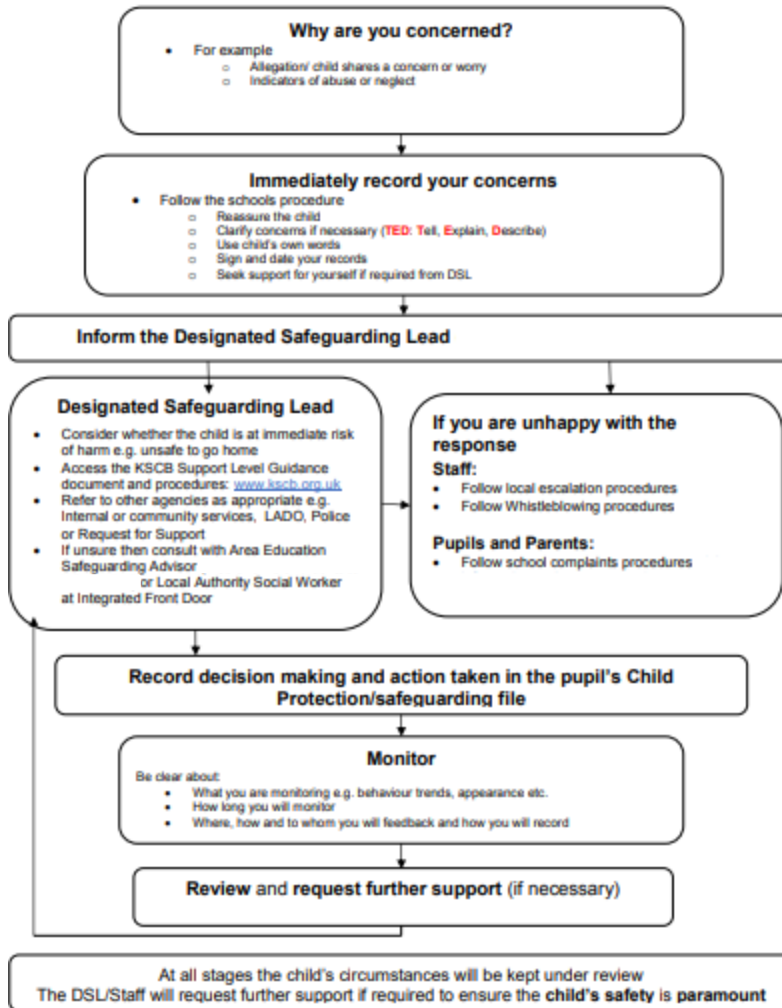
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1. Process Chart

What to do if you have a welfare concern in Cornfields School



2. Aims

Belle Vue school aims to ensure that:

- Action is taken in a timely manner to safeguard and promote children's welfare.
- Procedures and policies are in place which ensure that Belle Vue School meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- All staff members understand safe professional practice and adhere to our safeguarding policies.
- All school personnel and volunteers are aware of what action to take when dealing with a child protection issue.
- Staff are properly inducted and trained in recognising and reporting safeguarding issues.
- We will collaboratively work with other schools, agencies, and organisations to share good practice in order to improve this policy.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings considered.
- Building a culture where it is viewed as a whole school responsibility to safeguard and promote the welfare of pupils.

3. School Approach

Belle Vue school is a community and all those directly connected (staff, volunteers, trustees, parents, families and pupils) have an essential role to play in making it safe and secure.

Belle Vue School recognises its statutory responsibility to safeguard and promote the welfare of all children.

We believe that all children have the right to be safe. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school culture, atmosphere and through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents/carers. We recognise the importance of providing an ethos and environment within the school where children are respected and encouraged to talk.

Belle Vue School's procedures for safeguarding children are in line with the Safeguarding Partnership procedures and follow 'Working Together to Safeguard Children' (September 2018) and 'Keeping Children Safe in Education' (September 2024)

The objectives of this policy are to support our pupils achieve their full potential by:

- being as physically and mentally healthy as possible.
- experiencing good quality education opportunities.
- living in a safe environment.
- learning and working in a safe environment.
- experiencing emotional well-being.
- feeling loved and valued.
- receiving support from a network of reliable and affectionate relationships.
- learning to look after themselves.

- coping with everyday living.
- having a sense of identity and a positive image of themselves.
- developing their confidence and their interpersonal skills

We recognise that Safeguarding is not just about protecting children from deliberate harm. It is far broader and relates to aspects of school life including pupils' health and safety; the use of reasonable force; meeting the needs of pupils with medical conditions; providing first aid; educational visits; intimate care; internet or e-safety; appropriate arrangements to ensure school security.

Additionally, we recognise that Safeguarding can involve a range of potential issues such as: bullying, including cyber bullying (by text message, on social networking sites, and so on), peer on peer and prejudice-based bullying; racist and homophobic or transphobic abuse; sexting; substance misuse; issues which may be specific to a local area or population, for example gang activity and youth violence and other particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation, extremist behaviour and radicalisation, forced marriage and modern slavery.

All parents/carers are made aware of the school's responsibilities regarding child protection procedures through publication of the school's Child Protection and Safeguarding Policy and parent and carer information sessions that are held at least annually.

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers.

4. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(Sept 2024\) \(KCSIE\)](#) and [Working Together to Safeguard Children \(2018\) \(WTSC\)](#), and the [Governance Handbook](#). Keeping Children Safe in Education 2024 has been considered to identify improvement opportunities. We comply with this guidance and the procedures set out by our local Safeguarding Partnerships.

This policy is also based on the following guidance and legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- ISI Regulations 2010 (amended January 2013)
- Section 175 of the Education Act 2002
- 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
- Changes to the Voyeurism (Offences) Act 2019 which criminalise 'up-skirting'.
- 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 [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- Kent and Medway Safeguarding Children Procedures (online)
- What to do if you're worried a child is being neglected or abused
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>
- Agreed inter-agency procedures that have been put into place by our Safeguarding Partnership.

5. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment.
- Preventing impairment of children's 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.
- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment at home, whether that's within or outside the home, including online.

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

Harm may include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including what they see, hear or experience its effects.

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.

Children include everyone under the age of 18.

'Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act it relates to broader aspects of care and education.' (Inspecting safeguarding in early years, education, and skills settings. Ofsted September 2018.)

6. Prevention of Child Abuse

The school takes seriously its duty of pastoral care and is proactive in seeking ways to prevent children becoming victims of abuse, neglect, or exploitation.

The following measures are in place:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- An open culture which encourages pupils to share their concerns with any member of staff.
- Through the timetable and out of curriculum social education opportunities pupils are informed of their rights and are aware of the actions to take should they or their peers encounter any actions which make them unhappy or insecure.
- The Designated Safeguarding Leaders (DSL) advise on appropriate actions to take and are widely advertised around the school.
- A weekly pastoral briefing alerts staff to any children who may be struggling and ensures staff are primed to look out for any changes in behaviour.
- All staff are trained regularly to ensure they are comfortable with the required course of action to take should any child disclose information.

The school has developed a curriculum which seeks to deliver an effective safeguarding curriculum.

7. 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 or disabilities.
- 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.

8. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and Governing Body in the school and is consistent with the procedures of the Kent and Medway Safeguarding Partnerships. Our policy and procedures also apply to extended school and off-site activities.

8.1. All staff

All staff are required to read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(2024\)](#), and review this guidance at least annually. The DSL quality assure all staff have a good understanding of the guidance via regular staffing inputs and via quality assurance mechanisms such as performance management.

All staff will be aware of:

- Indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- To understand our schools' safeguarding policies and systems, including the staff behaviour policy/code of conduct and the role of the designated safeguarding lead (DSL)
- 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. This now includes a wider range of concerns such as; frequently missing from education, home or care; experiencing multiple suspensions or at risk of permanent exclusion; having a parent or carer in custody or are affected by parental offending.
- The process for making referrals to local authority children's social care and for statutory assessments under the Children's Act 1989 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 child sexual exploitation (CSE), FGM and radicalisation.
- All staff receive appropriate safeguarding and child protection training including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

All our staff maintain an attitude of 'it can happen here' and are aware of the signs and indicators of abuse. All members of staff have a responsibility to provide a safe environment in which children can learn.

Our staff recruitment policy and induction process include information on our arrangements and systems for child protection, the staff behaviour policy, code of conduct and details of the Designated Safeguarding Lead (DSL).

All members of staff are provided with opportunities to receive appropriate training which is updated at least

annually, which can be done by email, e-bulletins, and staff meetings to develop an understanding of the signs and indicators of abuse and of the school's child protection procedures.

In conjunction with this policy, all members of staff are provided with, and are required to read, the Department for Education statutory guidance as outlined in Part 1 of 'Keeping Children Safe in Education 2024'. Evidence of this compliance is maintained.

8.2. Designated safeguarding leads (DSL)

The **Designated Safeguarding Lead** is:

Emma Goode – E.Goode@cornfields.kent.sch.uk

The Deputy Designated Safeguarding Leads are:

Raluca Savu
SJ Watson
E. Goode
R. Kelly
A. Agafonova
T. Thompson

The **Nominated Safeguarding Governor** is:

Sarah Sherwood – s.sherwood@cornfields.kent.sch.uk

The DSL's take lead responsibility for child protection and wider safeguarding.

During term time, a DSL will be available during school hours for staff to discuss any safeguarding concerns. They can be spoken with directly on the school site or can be contacted via emails or numbers detailed. The DSL can also be contacted outside the school day or outside of term via the emails and number detailed.

If the DSL are not available S Sherwood, Safeguarding Governing Body representative can be contacted via email at s.sherwood@cornfields.kent.uk

The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Provide early help and intervention through agreed common and shared assessment processes such as early help assessments.
- Liaise effectively with the Safeguarding Partnership and contribute to proceedings when necessary.
- 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 that they receive relevant (Level 3) training every two years and that staff receive regular training, at least every three years.

- Ensure each member of staff has access to and understands the school's Safeguarding and Child Protection Policy
- Be alert to the specific needs of children with special education needs and young carers.
- Ensure new staff receive induction training in Child Protection
- Keep detailed, accurate written records securely.
- Encourage a culture of listening to children and considering their wishes and feelings, among all staff.
- Ensure pupils are aware of their rights and know who to talk to if they wish to disclose information concerning a child protection matter.
- Link with the Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure effective filtering and monitoring systems are in place.

When children leave the school, the DSL will ensure their Child Protection file is copied in a secure form for any new school as soon as possible but sent across separately from their main school file. Should the child be moving to another country the DSL will endeavour to communicate any child protection issues with the relevant persons.

The full responsibilities of the DSL are set out in their job description.

The DSL will be responsible for raising awareness by:

- Ensuring the Safeguarding and Child Protection Policy is reviewed and updated annually, and relevant parts brought to the attention of staff, parents, volunteers, and students.
- Ensuring that parents are aware of the contents of the Safeguarding and Child Protection Policy by placing it onto the website.

The DSL will liaise with local authority case managers and designated officers for child protection concerns as appropriate.

8.3. The Governing Body

The Governing Body and SLT have read and will follow KCSIE 2024.

The Governing Body has a responsibility to make sure that the school has an effective safeguarding policy and procedures in place and ensures that appropriate action is taken in a timely manner to safeguard and promote children's welfare. The school has appointed a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school. The DSL must be a member of SLT. The school will ensure that there will always be cover for the role of DSL.

The Governing Body will approve this policy at each review and hold the Head Teacher to account for its implementation.

The Governing Body will appoint a lead to monitor the effectiveness of this policy in conjunction with the full Governing Body. This is always a different person from the DSL. The governor who leads on safeguarding is A. Burrell and she is contactable via email s.sherwood@cornfields.kent.uk

The Deputy Chair of the Governing Body will act as the 'case manager' if an allegation of abuse is made against the Head Teacher, where appropriate (see appendix 3).

Reflecting the updated guidance in KCSIE 2024 governors hold online safety as a central theme in their whole

setting approach to safeguarding.

The Governing Body will ensure that the DSL is properly supported in this role.

8.4. The Head Teacher

The Head Teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents 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 update this 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)

9. Induction and Training of Staff

9.1. All staff

All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2024) which covers Safeguarding information for all staff. School leaders will read the entire document. Members of staff have signed to confirm that they have read and understood Part One of Annex A. This signature log is kept in the school office along with copies of the questionnaire all staff undertake to quality assure their understanding.

All staff will be trained in safeguarding matters at least every three years but we aim to train with a refresher at the start of each academic year for the whole staff body. These sessions will be in line with advice from the LCSB.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, to ensure that they are aware of the school safeguarding policies and procedures.

Governors at both local and strategic levels receive safeguarding training at the point of induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and those set out by their multi-agency safeguarding arrangements. Governors safeguarding training is received regularly.

9.2. Induction

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our Safeguarding Partnership.

All staff, including temporary staff and volunteers will be provided with induction training, from a member of the SLT or DSL, which includes:

- The school's Safeguarding and Child Protection provided a briefing on what action to take to report a concern.
- The Staff Code of Conduct outlined, and a copy provided.
- The identity of the DSL and the DSL in person or via photograph along with contact details

Staff will be required to read KCSIE 2024 and sign to say they have completed this.

9.3. The DSL & Deputies

The DSL's and Deputy DSL will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training. They will be aware of their responsibilities in relation to monitoring and filtering.

9.4. Local Governing Body Members

All members receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. Governors receive safeguarding training at the point of induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities and those set out by their local multi-agency safeguarding arrangements.

9.5. Recruitment – application/interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

Curriculum vitae are only accepted alongside a full school application form. CV's on their own do not contain all the information required to support safer recruitment and we will only interview once in receipt of a school application form.

In line with KCSIE 2024 the school will consider conducting online searches as part of their due diligence during the recruitment process. The stated aim of this is that it 'may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

The Local Governing Body and SLT are responsible for ensuring that the school follows safe recruitment processes and that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

9.6. Staff who have contact with pupils and families

All staff who have contact with children and families will be offered debriefs which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

10. Confidentiality

Confidentiality and Information Sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it to understand its significance and then take appropriate action. Everyone who encounters children and families has a role to play in identifying concerns, sharing information and taking prompt action.

All matters relating to Safeguarding are confidential and every effort should be made to maintain confidentiality. However, staff must be aware that they have a professional responsibility to share concerns and information with the Designated Lead for Safeguarding (DSL) and other professionals investigating a concern.

All staff must be aware that they cannot promise a child or young person that they can keep secrets or promise confidentiality to staff or parents where a child or young person's safety is at risk. All staff have an overriding duty to report to the Designated Lead for Safeguarding any incident in which they judge the safety or wellbeing of a child or young person to have been at risk.

In summary:

- Timely information sharing is essential to effective safeguarding.
- Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm.
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.
- The DSL will only disclose personal information about a student to other members of staff on a need-to-know basis only
- All staff have a professional responsibility to share information with other agencies to safeguard children.
- Via the DSL we will always undertake to share our intention to refer a child to the Safeguarding

Partnership with their parents/carers, unless doing so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the Multi-Agency Referral Unit.

11. Recognising abuse and taking action

11.1. If a child is in immediate danger

Make a referral to children's social care and/or the police immediately if a child is in immediate danger or at risk of harm. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly.

Reporting child abuse directly to the council can be achieved by anyone via: WWW.KELSI.org.uk or <https://www.gov.uk/report-child-abuse-to-local-council>

However, in most cases the most appropriate means of reporting a concern of risk of harm would be via the DSL.

11.2. If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe in them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL via a cause for concern form.
- Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 9.1), and tell the DSL as soon as possible that you have done so.

Children are not always ready or able to talk about their experiences of abuse and/or may not always recognise they are being abused.

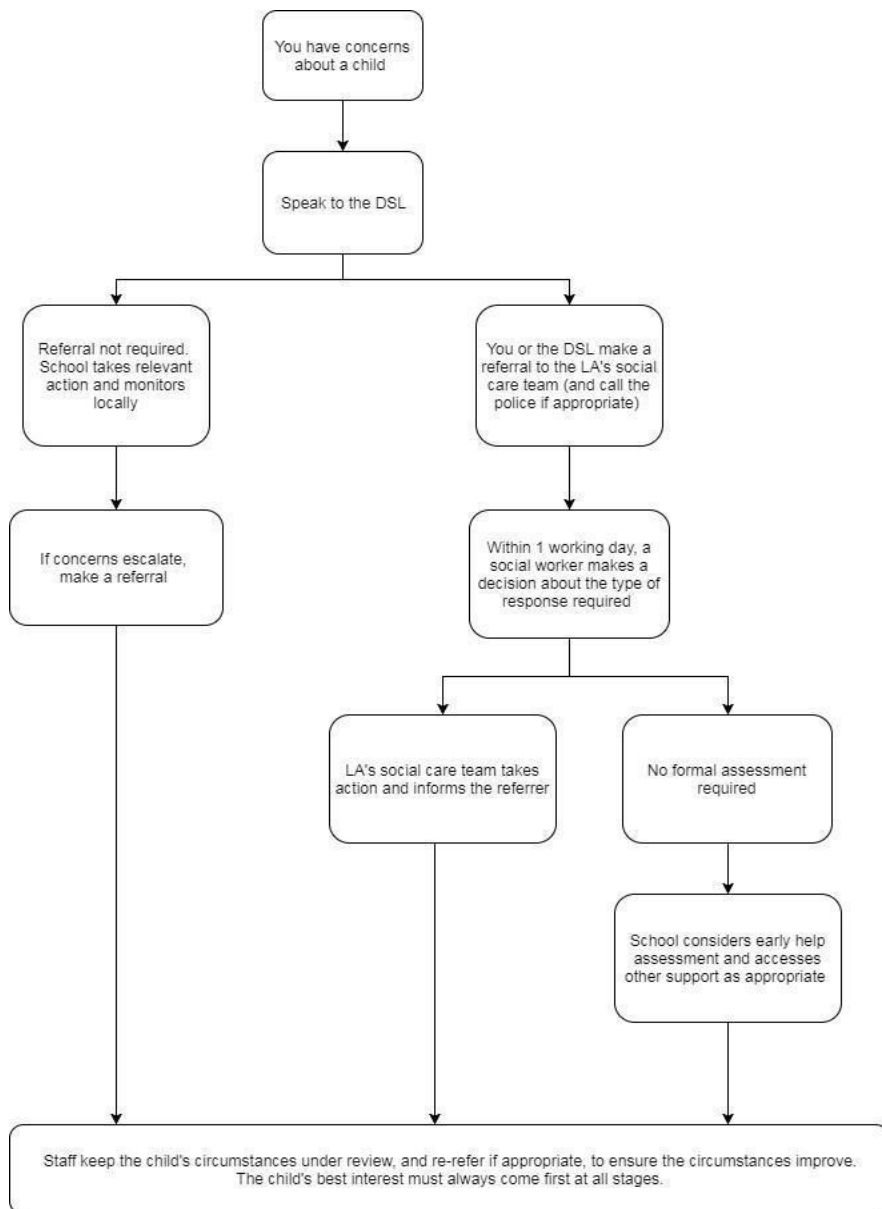
11.3. If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action.

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

The following flow chart demonstrates the procedure if you have concerns about a child's welfare (no immediate danger)



11.4. Early help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-

agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

11.5. Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral. The guidance from KCSIE places the responsibility of making decisions regarding referrals with the school's Designated Person. Although anyone can make a referral, it is preferable that staff go through the Designated Person so there is appropriate information sharing and record keeping.

If you make a referral directly, you must tell the DSL as soon as possible and keep a written account of what has transpired to be passed to the DSL at the earliest opportunity. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

It is vital that pupils receive the right help at the right time to address risks and prevent issues escalating. Kent Children's Services are always prepared to discuss borderline cases and give informal advice and the school encourage the sharing of information with local agencies to ensure the best outcome for each child.

The early signs of abuse and neglect must be acted on, clear records kept, the views of the child listened to and the situation monitored carefully so that original concerns are regularly reassessed and any inaction challenged with the appropriate agency or person.

Belle Vue School via the DSL will view and be aware of the Safeguarding Partnership procedure for referral on the relevant Council website. If any member of Belle Vue School is dissatisfied with the response given by Safeguarding Partnership then they will need to go to either the Police or NSPCC for advice on how to proceed.

11.6. Reporting and recording a concern or incident

School personnel and volunteer helpers are asked to record any concern or incident in the following way on the Record of Concern forms available on the shared drive or as a hard copy from the office or the DSL. A copy of the form is also available at appendix 1.

The Record of concern form will ask for key information and action as summarized below:

- Date
- Time
- Nature of the concern

- Outline of facts
- Observed injuries and bruises
- Note the actual words of the child
- Sign the notes and hand to the DSL

You may include any noticeable non-verbal behaviour. It is essential that staff record actual words, using quotations, rather than translating them into adult language.

Record statements and observables or behaviours rather than your opinions, interpretations or assumptions.

In the case of a reported incident state the location, the child or young person and adults present and exactly what was seen or heard.

11.7. Allegations against Staff

If an allegation is made against a member of staff the quick resolution of the allegation will be a clear priority for all involved, we will avoid any unnecessary delays. Allegations are naturally taken very seriously. If a child discloses that a member of staff or volunteer working at the school has behaved in a way which is abusive, then this information should go to the Designated Safeguarding Lead (DSL).

If the allegation is made against the DSL then this information should go directly to the Chair of Governors.

If the allegation is about the Head of School, Head Teacher or proprietor, then the Chair of Governors or, if not available, the Deputy Chair of Governors, must be informed directly. Further details of the procedures to be taken in the case of allegations against a member of staff can be found in the Allegations of Abuse against staff policy. Where there is an allegation of harm made against the Head of School, Head Teacher or proprietor, the Chair of Governors will immediately be notified and will be the case manager in accordance with KCSIE (para 359). The safeguarding Governor will report such allegations to the LADO and/or Front Door services themselves or via a nominated Governor.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by SLT.

All members of staff are made aware of the school's whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00am to 8:00pm Monday to Friday) or email help@nspcc.org.uk

12. Notifying parents/Carers

Where appropriate, we will discuss any concerns about a child with the child's parents/carers. The DSL will normally do this in the event of suspicion or disclosure.

Other staff will only talk to parents/carers about any such concerns following consultation with the DSL. If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the

local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents/carers of all the children involved.

13. Preventing Radicalisation and Extremism (PREVENT duty)

The Counter Terrorism and Security Act 2015 places a duty on all schools to prevent people being drawn into terrorism. We recognise that under this legislation our school leaders and governor's must:

- Establish or use existing mechanisms for understanding the risk of extremism.
- Ensure staff understand the risk and build capabilities to deal with it.
- Communicate and promote the importance of the duty and
- Ensure staff implement the duty effectively.

Our school recognises that radicalisation is a safeguarding issue and has clear procedures in place to assess the risk of, and protect, our students from being drawn into radicalisation. We recognise that general safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance. Our school has undertaken an assessment of the risk of extremism and established appropriate procedures. These procedures are reflected in our existing policies.

13.1. If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

14. If you discover that FGM has taken place, or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, most cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM or discovers that a pupil age 18 or over appears to have been a victim of FGM], must speak to the DSL and follow our local safeguarding procedures.

Professionals in certain circumstances should be alert to any girls being at risk of FGM. Victims of FGM are likely to come from communities which are known to practice FGM.

Due regard should be given to the below guidance:

- <http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilationproceduralinformation>
- <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genitalmutilation>
- http://4lscb.proceduresonline.com/chapters/p_fem_gen_mut.html

In addition, if you have any concerns that a pupil is at risk speak with the DSL or complete a cause for concern form and take this to the DSL.

15. If you have Concerns about Child-on-Child Abuse

In the event of physical or emotional abuse of one child by another child or group of children the situation

will be taken seriously and dealt with in line with the school's anti-bullying policy. If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm from another child or group of children, then this information will be referred to the appropriate local agencies.

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up". Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)
- Involves 'Up skirting' (now a criminal offence, Voyeurism Act 2019)
- Children who are LGBT can also be targeted by other children. A child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Staff will endeavour to reduce any additional barriers faced by these children and provide a safe space to speak and discuss their concerns. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it. The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff confidentially by:
 - Creating a school culture where this is the norm.
 - Through whole school assemblies and PSHE
 - One on one using a student mentor support system.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Ensure appropriate curriculum time is dedicated to enabling children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise the warning signs and can access

support both within the school and externally (such as Kent Police, Childline etc)

16. Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves exploitative situations, contexts, and relationships where young people receive something (food, accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities. The exploitative nature of these relationships stems from an imbalance of power, the perpetrator will hold power over the victim which generally increases as the relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement. It can include unwanted pressure from peers to have sex, sexual bullying including cyberbullying and sexual grooming.

Professionals must also realise that some young people who are being sexually exploited do not exhibit any external signs of abuse. If any Staff member is concerned that any pupil from the school is caught up in CSE they must share their concerns with the Designated Safeguarding Lead (DSL).

If you have any concerns that a pupil is at risk of CSE speak with the DSL or complete a cause for concern form and take this to the DSL.

17. Forced Marriage

In the case of children: 'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.

Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities regarding pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

17.1. Characteristics that may indicate forced marriage

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share several common and important characteristics, including:

- an extended absence from school/college, including truancy.
- a drop in performance or sudden signs of low motivation.
- excessive parental restriction and control of movements.
- a history of siblings leaving education to marry early.
- poor performance, parental control of income and students being allowed only limited career choices.

- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not prove forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act based on stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

If you have any concerns that a pupil is at risk of forced marriage speak with the DSL or complete a cause for concern form and take this to the DSL.

18. Honor Based Violence

Honor based violence is a violent crime or incident which may have been committed to protect or defend the honor of the family or community. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour-based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage.
- wear clothes or take part in activities that might not be considered traditional within a particular culture.
- convert to a different faith from the family Women and girls are the most common victims of honour-based violence however it can also affect men and boys.

Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse 14
- forced marriage.
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from honour-based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour-based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

19. Domestic Abuse

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is. Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. The impact of domestic abuse including the potential short-term and long-term detrimental impact on children's health, wellbeing and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships can be significant and long lasting.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

20. Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging. While sexting often takes place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace.

Sexting can also be used as a form of sexual exploitation and take place between strangers. As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages. The school will use age-appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents/Carers should be aware that they can come to the school for advice.

If you have any concerns that a pupil is at risk of sexting speak with the DSL or complete a cause for concern form and take this to the DSL.

The school will respond to cases of 'sexting' (or Youth Produced Sexual Imagery) in line with the UKCCIS 'sexting in schools and Colleges' guidance and KSCB guidance.

21. Faith Abuse

The number of known cases of child abuse linked to accusations of "possession" or "witchcraft" is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being "different", attributes this difference to the child being "possessed" or involved in "witchcraft" and attempts to exorcise him or her. A child could be viewed as "different" for a variety of reasons such as disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of "possession" or "witchcraft". These include family stress and/or a change in the family structure.

The attempt to "exorcise" may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives. If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children's social care.

22. Parental/Carer Substance misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family. For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education, or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home.
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia.
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time.
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

23. Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious.

Groomers will also go to great lengths not to be identified. Children may: be very secretive, including about what they are doing online;

- to have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol; go missing from home or school; display behavioural changes; have sexual health issues; or present as suicidal, self/harming, feeling depressed, unworthy.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age. See the NSPCC website for further information about grooming link.

Signs of grooming and/or online abuse:

A child may be experiencing abuse online if they:

- spend lots, much more, or much less time online, texting, gaming or using social media;
- are withdrawn, upset or outraged after using the internet or texting;
- are secretive about who they are talking to and what they're doing online or on their mobile phone; and/or have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Signs of grooming

It is important to remember that not all sex offenders will exhibit these signs and if an individual exhibit some or all of these signs it does not mean that they are a sex offender.

- Overly affectionate behaviour with a child,
- Affording special attention or preferential treatment to a child,
- Excessive time spent alone with a child outside of the classroom/school,
- Frequently spending time with a child in private or isolated areas,
- Transporting a child to or from the school,
- Making friends with a child's parents and visiting their home,
- Acting as a particular child's confidante,
- Giving small gifts, money, toys, cards, letters to a child, Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a child,
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a child.

Institutional grooming

- Target vulnerable victim - Alleged perpetrator's target victims who are vulnerable, isolated, insecure and/or have greater emotional needs.
- Gain victim's trust - Alleged offenders may allow a child to do something (e.g. eat ice cream, stay up late, view pornography) which is not normally permitted by the child's parents or the school in order to foster secrecy.
- Gain the trust of others - institutional alleged offenders are often popular with children and parents, successfully grooming not only the victim but also other members of the victim's family and the community at large. .
- Filling a need / becoming more important to the child - This can involve giving gifts, rewards, additional help or advice, favouritism, special attention and/or opportunities for special trips or outings.
- isolating the child - The alleged perpetrator may encourage dependency and subtly undermine the

victim's other relationships with friends or family members.

- Sexualising the relationship - This can involve playful touches, tickling and hugs. It may involve adult jokes and innuendo or talking as if adults, for example about marital problems or conflicts.
- o Maintaining control and secrecy - Alleged offenders may use their professional position to make a child believe that they have no choice but to submit to the offender

Signs of grooming for radicalisation:

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are several signs that together increase their risk of being groomed in this way. Signs of vulnerability include:

- Underachievement .
- Being in possession of extremist literature
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by other children, family, social groups or faith

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

24. Gangs and Youth Violence

Were we suspect a child may be at risk of involvement with gangs and/or youth violence we will alert the relevant bodies and work with other professionals to safeguard the child concerned. If any member of staff has a concern that a child is involved or is vulnerable to being involved or influenced by a gang then they should report this concern to the DSL as outlined in this policy.

25. Fabrication or induction of illness

Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, to reach an understanding of the reasons for the child's signs and symptoms of illness. If any member of staff has a concern that a child is vulnerable in this regard, then they should report this concern to the DSL as outlined in this policy.

26. Drugs

Were we suspect a child may be at risk, due to involvement with drugs we will alert the relevant bodies and work with other professionals to safeguarding the child concerned. This includes, alcohol, tobacco, illegal drugs, medicines, new psychoactive substances ("legal highs") and volatile substances, unless otherwise specified. As part of the statutory duty on schools to promote pupils 'wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

If any member of staff has a concern that a child is vulnerable in this regard, then they should report this concern to the DSL as outlined in this policy.

27. Gender based Violence/ Violence against women and girls (VAWG)

We will raise the awareness amongst the staff to be vigilant for any signs of this amongst our pupils or their wider community including stalking, forced marriage, Female Genital Mutilation (FGM), and revenge pornography, as well as domestic abuse offences, coercive or controlling behaviour in an intimate or family relationship, Modern Slavery, Domestic Violence and risk of sexual harm. This means that educating and challenging young people about healthy relationships, abuse and consent is critical. Were we suspect a child may be at risk of Gender Based Violence we will alert the relevant bodies and work with other professionals in safeguarding the child concerned.

If any member of staff has a concern that a child is vulnerable in this regard, then they should report this concern to the DSL as outlined in this policy.

28. Mental Health

All staff will look out for signs that children may be experiencing mental health issues and we will work with the relevant professionals and specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) to support the wellbeing and recovery of any children concerned.

Issues may include, but are not limited to; anxiety, depression, Hyperkinetic disorders, eating disorders, substance misuse, deliberate self-harm or post-traumatic stress.

If any member of staff has a concern that a child is vulnerable in this regard, then they should report this concern to the DSL as outlined in this policy.

29. Missing and Absent Children

A child going missing or who absent from an educational setting is a potential indicator of exploitation, abuse or neglect. All staff should follow the school procedures for children who go missing or who are absent. See Appendix 5.

If a child goes missing or is absent on regular occasions the DSL will investigate, involve parents/carers if appropriate and seek advice from external agencies.

In matters where there is suspected sexual abuse the school will always refer its concerns to Children's Services through their triage team. Normally the Designated Safeguarding Lead (DSL) will monitor unauthorized absence, particularly where children go missing or who are absent on repeated occasions. We will report such absences without delay to the appropriate agencies in line with legislative and local authority requirements and agreements. Please refer to the school Attendance Policy for further guidance.

30. Looked After Children/ Children Looked After (CLA)

Definition of 'Looked after Children': Children and young people become 'looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

The term 'looked after child' denotes a child's current legal status; this term is never used to categories a child as standing out from others. We do not refer to such a child using acronyms such as CLA.

Every child is allocated a key worker before they start, and this is no different for a looked after child. The Designated Person ensures the key worker has the information, support and training necessary to meet the looked after child's needs. The Designated Person and the key worker liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared.

The most common reason for children becoming looked after is because of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. They should ensure that appropriate staff have the information they need in relation to child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Person should have details of the child's social worker and name of the virtual School Principal in the Local Authority that looks after the child.

31. Supporting Vulnerable Children

Children and young people who are abused, neglected or witness abuse may find it difficult to feel a sense of self-worth. They may feel helpless, humiliated and may blame themselves. In these circumstances their behaviour may change and they may become aggressive or withdrawn. Other children and young people may show no obvious reaction to the harm they experience.

Classroom staff who are in daily contact caring for and teaching such children and young people may provide the only stability in their lives and the only avenue for reporting concerns.

Being homeless or at the risk of becoming homeless, presents a real risk to a child's welfare. 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. The DSL should be aware of contact details and any referral routes into the Local Housing Authority so they are able to raise/progress concerns, this does not replace a referral to children's social care if a child has been harmed or is at risk of harm. The Homelessness Reduction Act (2017) and the Homeless Reduction Act Factsheets usefully summarise the new duties

It is the responsibility of School staff and other adults working with children and young people at Belle Vue Schools to:

- Be vigilant for any sign that children and young people may have been harmed, whether at home,

within education or anywhere else.

- Report any concerns about children and young people immediately and in writing to the Designated Lead for Safeguarding in their setting.
- Work together with other support services and with agencies involved in the safeguarding of children.
- Provide continuing support to children and young people about whom there have been concerns. Ensure each child has a trusted adult identified and regular contact with such trusted adult.
- Report any safeguarding concerns as outlined in this policy.

KCSIE 2024 highlights that there is a greater risk for LGBTQ+ children and/or those that are perceived to be.

32. Bullying

Bullying, harassment, victimisation or discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. Belle Vue School Anti- Bullying Policy should be consulted for further information.

33. E-Safety

Protocol regarding the use of mobile phones, iPads, iPods and cameras is contained within the 'ICT Acceptable Use' policies (both staff and student versions) and the 'Use of Mobile Phones' policy.

34. Extreme Religious or Political Teaching

Extremist religious views and partisan political views promoted in the teaching of any subject in the school will not be tolerated.

All members of staff are expected to offer a balanced presentation of views and opinion to pupils while they attend the school and while taking part in extra-curricular activities that are provided or organised by or on behalf of the school including through the distribution of promotional materials.

Failure to observe the above could lead to disciplinary procedures which could amount to gross misconduct and result in dismissal.

35. Physical Contact and intervention

Physical intervention should only be used as a last resort, and always it must use the minimal force necessary to prevent injury to the children or young person concerned, to another person or to property. Any physical intervention of a nature which is unlawful, unjustified, or disproportionate may be considered as a safeguarding issue and may be followed up within the disciplinary procedures. Please refer to the Physical Contact and Intervention policy for further guidance

36. Pupil Transfers – pupil records

Following the offer of a trial at Belle Vue School, a new starter form will be sent to the child or young person's current educational setting. It aims to ensure we can adequately meet all the educational and safeguarding needs of the child or young person during this period. Before the commencement of a trial period, the teacher will complete a Positive Behaviour Support Plan and Risk Assessment if required using both the new starter form and any relevant information sent from the Placing Local Authority.

The following procedures will take place if a pupil, on the child protection register, transfers to another school:

- the case social worker will be contacted by the Designated Safeguarding Lead.
- child protection records will be passed on to the Designated Safeguarding Lead at the receiving school only if that school is in the same Local Authority.
- if the child is moving to another Local Authority, then information will only be passed on with outline details of case conferences but not minutes of conferences.

37. Helping children to keep themselves safe

Our children are taught to understand and manage risk through our personal, social, health and economic (PSHE) lessons and through all aspects of school life. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are reminded regularly about e-safety and tackling bullying procedures and we ensure that appropriate filters and appropriate monitoring systems are in place. Our school continually promotes an ethos of respect for others and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

38. Relationships and Sex Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020 Belle Vue will teach these subjects and follow the statutory guidance.

This will acknowledge the governments recently published new guidance on teaching children and young people about online safety and appropriate online behaviour. The guidance covers fundamental knowledge and behaviours for pupils, including how to evaluate what they see online, how to identify risks, and how and when to seek support.

Staff will familiarise themselves with the latest guidance. This should be read in conjunction with Education for a Connected World Framework published 2018, which offers 'age-specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.'

The government will be actively encouraging and supporting schools to start teaching these new subjects from September 2019 and we will consult with parents/carers when developing and reviewing our policies for this topic, which will inform our decisions on when and how certain content is covered.

39. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the Data Protection Act 1998 when taking and storing photos and recordings for use in the school.

Staff will not share their mobile number with pupils.

If staff need to contact a parent/carer this should ordinarily be via a school phone and not their own personnel mobile phones. If a member of staff has contacted a parent/carer via their own mobile device this should be notified to their line manager.

40. Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will always be accompanied by a member of staff. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

41. Complaints and concerns about school safeguarding practices

41.1. Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

41.2. Other complaints

Complaints not related to safeguarding should follow the school complaints policy or other relevant policy or procedure.

41.3. Low Level Concerns

Leaders will be mindful of maintaining an oversight of low-level concerns. Low level concerns can be reported to the Head Teacher, line managers, the DSL, or any member of the SLT. They are to be completed on a file note. If the concern relates to a senior member of staff such as the Head Teacher this will be reported to the Governors.

41.4. Whistleblowing

We are keen to support all children and provide the best possible care and support for children. Whistle blowing provides a platform for this to occur and we would urge any concerns to be brought to the surface in order that any potential issues can be addressed.

The school leadership team operate an open-door policy and welcome any potential concerns being raised in order that swift action can be taken where necessary. We will respond to any concerns professionally and responsively.

If a concern relates to staff who report another member of staff this will be dealt with sensitively and professionally. We would encourage any issues to be raised with a member of the senior leadership team.

If you are concerned that a safeguarding concern is not being handled to your expectation, then you can call NSPCC whistleblowing helpline – 0800 028 0285

42. Supporting Staff who have been involved with a Disclosure

Adults who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

Any adult who feels the need for support in a difficult situation should approach their mentor or line manager in the first instance or any other member of the school leadership teams, who will listen to their concerns and assist them to find the right ongoing support.

School personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

Support is provided through line management and through training. Safeguarding training takes place during staff induction and annually from then on. Internal safeguarding refresher is conducted termly to ensure all staff have the most up to date government guidance.

The DSL will put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their union, the Education Support Partnership, or other similar organisations directly.

43. Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Staff will record any welfare concern that they have about a child on the school cause for concern form with a body map if injuries have been observed and pass them without delay to the DSL or Deputy DSL. Records will be completed as soon as possible after the incident/event, using the child's own words, and will be signed and dated by the member of staff.

All safeguarding concerns, discussions, and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

The schools' records on child protection are kept electronically on a secure platform or locked in the DSL office, and are separated from routine pupil records. Computer files are password protected and all relevant documents can only be accessed by the DSL, Head Teacher and staff nominated by the Head Teacher.

44. Monitoring arrangements

This policy will be reviewed annually by the Head Teacher. At every review, it will be approved by the Governing Body.

Any weaknesses or deficiencies highlighted in the day usage of this policy will be remedied without delay. The DSL will present to the Head Teacher the issues encountered and the policy and procedures will be amended promptly and communicated to staff.

The DSL or Head Teacher will present the policy to the Governing Body on an annual basis, following a review in line with ISI recommendations by the Designated Persons. In this session a report will also be given to the Governing Body to review the previous 12 months regarding Child Protection.

Minutes of the review must be sufficiently detailed to demonstrate the depth of the review. The Governing Body will also ensure that the school contributes to interagency working in line with the Working together to Safeguard Children (March 2018) through effective implementation of the Safeguarding and Child Protection Policy and procedures, and good co-operation with local agencies.

Learning from all allegations against staff should be incorporated by the school and not just those that are concluded and substantiated.

45. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff [behaviour/code of conduct]
- Complaints
- Health and safety
- Attendance
- Online safety
- Sex and relationship education
- First aid
- Curriculum

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education, September 2024.

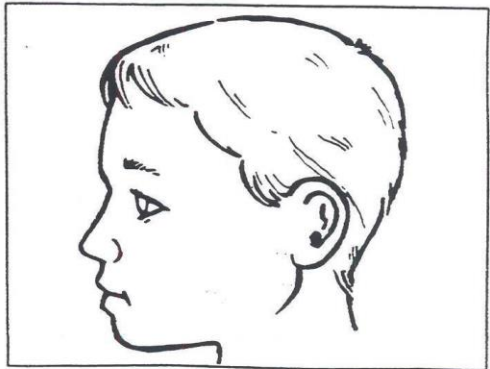
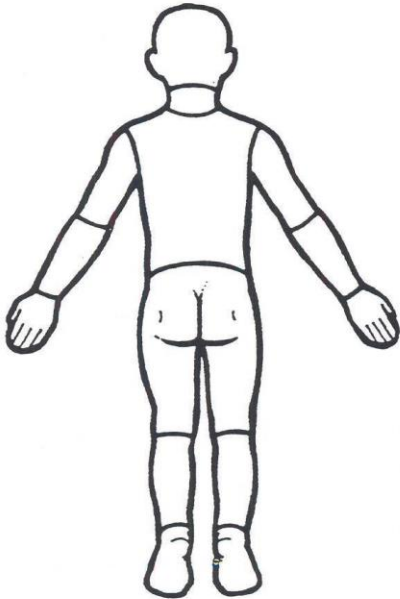
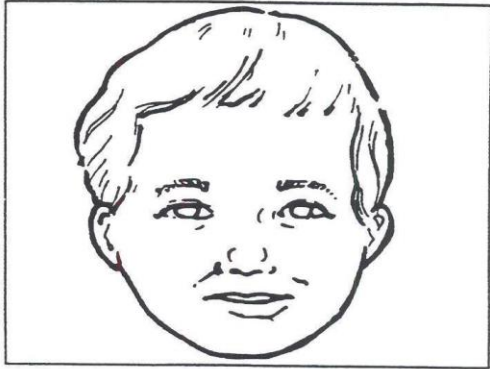
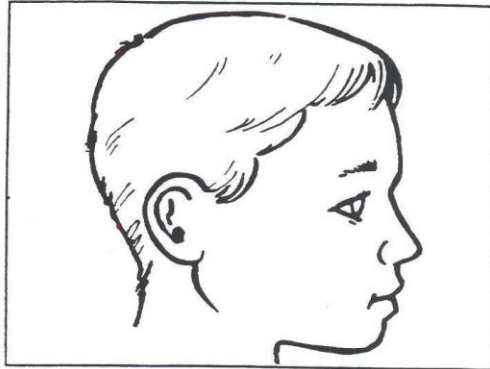
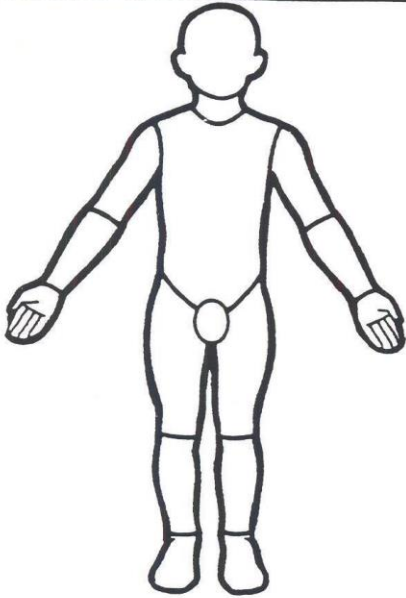
Action Taken So Far:	
Person completing form has Reported this concern to:	
Signed:	
Date:	

Action Taken by Designated Safeguarding Lead	
Response/Outcome	
Feedback provided as follows: <i>(Child Protection issues should only be disclosed on a justified need to know basis)</i>	
DSL Signature	Date

Body Map

OLDER CHILD

Name



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Appendix 2 : Types of abuse and who may abuse

Abuse, including, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

“Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual, or emotional, but can just as often be about a lack of love, care, and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period, rather than being a one-off event. And it can increasingly happen online.” (NSPCC 2016)

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

Children can have accidents or sustain injuries in several ways, often not the result of abuse. However, every accident or injury should be treated initially as if it could be an example of abuse under this policy, at least until it becomes clear that the explanation rules out abuse.

Many learners at Belle Vue Schools do not understand about risk or danger. Their capacity to process pain may be very different to our own. Their understanding of right and wrong and communication impairment makes them extremely vulnerable.

Emotional abuse is the persistent emotional maltreatment of a child such as causing severe and adverse effects on the child’s emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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.
- Not giving the child opportunities to express their views, deliberately silencing them or
- ‘Making fun’ of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Children need affection, security, respect, praise, and recognition, just like everyone else.
- Withdrawal of emotional support is a form of abuse.

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

- Physical contact, including assault by penetration (for example rape or oral sex) or non- penetrative

acts such as masturbation, kissing, rubbing, and touching outside of clothing.

- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave sexually.
- Inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- Sexual abuse covers the full range from minor fondling to full intercourse. Any exploitation of a child for sexual purposes is morally and legally abhorrent and constitutes one of the most serious forms of abuse.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because 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 caregivers)
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Neglect by others of an individual's basic needs may lead to both physical and mental damage.

Who may abuse:

In a school setting the abuser may be a member of staff, a fellow service user or possibly a family member or friend. As a result, it is important to always remain vigilant to ensure the child's wellbeing.

We will inform the Local Authority Designated Officer of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations. We will also inform the Local Authority Designated Officer of any person connected to the school who is unsuitable to work with children. We are committed to establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have known that they will be taken seriously. Staff working directly with students at the time when potential abuse was discovered, particularly those working alone, will be placed on suspension. This in no way implies guilt and is considered a neutral act.

At Belle Vue School we understand that it is vital to explore any sign that a child may not be thriving – without delay. We must recognise the child's development and their usual manner, their level of functioning and/or their autistic traits and the way they interact with others. If this is different in some way, it may indicate abuse. Failure to act quickly could add to the risk. It could even be regarded as evidence that abuse has been deliberately concealed. Before doing anything else, we are trained to ensure the safety of the child. If abuse is suspected, it is vitally important to observe and commit to paper every relevant detail immediately after prioritizing the child's welfare.

In all cases where the possibility of emotional, sexual, or physical abuse is suspected, the correct approach is to make direct and immediate contact with the Designated Person or Head Teacher. If they are unavailable, then another member of the Safeguarding Team must be informed.

It is not the job of individual staff to conduct investigations and any attempt to do so could seriously hamper

the work of the statutory agencies whose proper role it is to investigate.

Appendix 3: Safer recruitment and DBS checks – policy and procedures

Our school complies with the requirements of Keeping Children Safe in Education 2024. Our school complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

The school follows the Government's recommendations for the pre-employment check and employment of staff who work with children. The definition of staff is: Any person working at the school whether under a contract of employment, under a contract for services or otherwise under a contract but does not include supply staff or a volunteer.

The following are included as staff: teachers, peripatetic teachers and coaches, part time staff, gap students, administrative staff, caretakers and other ancillary staff, staff appointed from overseas, pupils paid to work at the school.

Several categories of people fall outside the main regulations concerning appointments, but the school pays regard to KCSIE and will carry out the appropriate checks for this category of people. The main groups are as follows:

- Staff involved in non-regulated activities:
- Staff who come on site on an infrequent basis and therefore do not meet the definition of regulated activity, occasions sports coaches etc.

The school will ensure these people are supervised by suitably checked school staff and a fully documented risk assessment will be in place before such an individual works alongside pupils of the school.

For such individuals the school may decide to undertake checks to be assured of the person's suitability and the school will always carry out identity checks on arrival.

Volunteers

The arrangements for volunteers will vary by activity and individual

The school will carry out checks on an individual involved in a regulated activity. Volunteers involved in a non-regulated activity will be supervised by a suitably checked school member of staff and this supervision will mean the volunteer will never be alone with the pupils.

For new volunteers in regulated activities the school must obtain an enhanced DBS certificate with a barred list check.

For existing volunteers who provide personal care the school will obtain an enhanced certificate with a barred list check.

For other existing volunteers who are unsupervised the school may choose to request another DBS check with a barred list check if they have any concerns

For existing volunteers in non-regulated activities, the school is not required to request an enhanced DBS check but if the school has any concerns, they will request this check but they are NOT permitted to request a check of the barred list

The school will consider the following items when deciding on whether they should seek an enhanced DBS

check for a volunteer who is not engaging in a regulated activity:

- The nature of the work with children
- What the school knows about the volunteer
- Whether the volunteer has other employment or volunteers elsewhere where referees can advise on suitability
- Whether the role is eligible for an enhanced DBS check.

Should we dismiss or remove a member of staff or a volunteer because they have harmed a child, or poses a risk of harm to a child or would have done so if they had not left, we will report this to the Disclosure and Barring Service (DBS) and any appropriate professional or regulatory body.

Protection of Freedoms Act 2012

The guidance issued following the amendment to Safeguarding Vulnerable Groups Act 2006 which removed supervised volunteers from regulated activities requires that:

- For volunteers who need to be supervised because they are undertaking an activity which is regulated:
- There must be supervision by a person who is in a regulated activity.
- The supervision must be regular and day to day.
- The supervision will be 'reasonable in all circumstances to ensure the protection of children.'

The Protection of Freedoms Act 2012 reduced the scope of "regulated activity" by focusing on whether the work is unsupervised (in which case it counts as "regulated activity") or supervised (in which case, organisations can request an enhanced criminal records check, but this will not include a check of the barred list). The new definition of regulated activity came into force on 10 September 2012 and was issued in conjunction with guidance on the level of supervision required to take work out of the scope of regulated activity.

The school is therefore not legally allowed to request a barred list check on a volunteer who, because they are supervised, is not in a regulated activity.

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity.
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.
- Verify their mental and physical fitness to carry out their work responsibilities.
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the

- member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state.
- Ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references from all shortlisted candidates, including internal candidates, before the interview. We will scrutinize these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. When we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will obtain two references for all staff and enhanced criminal record checks through the Disclosure and Barring Services (DBS) for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006. Applicants for posts may be invited for interview where we follow the Children's Workforce Development Council – CWDC, Pre-employment Check Procedure. The Head Teacher and at least one person on any interview panel will have completed the Pre-Employment Check training. We keep all records relating to employment of staff and volunteers, those demonstrating that checks have been done, including the date and number of the enhanced DBS (Disclosure and Barring Service) check including the DBS Update service. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary, supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service (DBS) and is seen to follow the ISSR regulations before starting work at IPS School. All volunteer helpers, contractors working regularly during term-time, such as contract catering staff, (and adult members of the families of members of staff who live on site) are also vetted. All visitors to the school are signed in and issued with an identity badge.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children.
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children.

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e., that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors and visitors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity.
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or - engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

When services are delivered by a third party or agency, education or otherwise, on the school site, we will follow the requirements of the Disclosure and Barring Service and check that the person presenting themselves is the same person on whom appropriate checks have been made.

Our lettings and visitors' policies will seek to ensure the suitability of adults working with and in the presence of children at any time. Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

We will carry out appropriate vetting checks on visiting speakers as required by the Prevent Agenda. Our school operates pre-employment check procedure. We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

Trainee/student teachers

Where applicants for initial teacher training are paid by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to encounter children on a regular basis, for example, supervised volunteers.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. When we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governing Body

All members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and Governing Body members will have the following checks:

- Section 128 direction [only required for local governors if they have been delegated any management responsibilities]
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and

whether the work is regulated activity.

Appendix 4: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children.
- Redeploying the individual to alternative work in the school so that they do not have - unsupervised access to children.
- Moving the child or children to classes where they will not encounter the individual, making it clear that this is not a punishment and parents have been consulted.
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for Belle Vue

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation.

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Head Teacher (or chair of Governing Body where the Head Teacher is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate including trade union representatives.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or
- carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.
- If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.
- Where the police are involved, wherever possible the governing board will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.

If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.

If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, considering information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of the teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Head Teacher, or other appropriate person in the case of an allegation against the Head Teacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks, and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved.
- Notes of any action taken, and decisions reached (and justification for these, as stated above)
- If an allegation or concern is not found to have been malicious, the school will retain the records of the case in the individual's confidential personnel file and provide a copy to the individual. We will retain these records at least until the individual has reached the normal pension age, or for 10 years from the date of the allegation if that is longer.
- The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated, or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

Learning from all allegations against staff investigations should be incorporated by schools and colleges, not just from those that are concluded and substantiated. We will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff.
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated.
- We will consider how future investigations of a similar nature could be carried out without suspending the individual.

Appendix 5: Specific safeguarding issues

Children missing or absent from education

A child going missing or who is absent from education is a potential indicator of **exploitation**, abuse or neglect, and such children are at risk of being victims of harm, exploitation, or radicalisation.

There are many circumstances where a child may become missing or absent from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Come from Gypsy, Roma, or Traveler families
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are absent from school
- Are supervised by the youth justice system.
- Cease to attend school.
- Come from new migrant families.

We will follow our procedures for unauthorized absence and for dealing with children who go missing or who are absent from education, particularly on repeat occasions, to help identify the risk of **exploitation**, abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing or absent in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power, or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues.
- A girl:
 - Having difficulty walking, sitting, or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period.
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations.
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs
- Potential signs that a pupil may be at risk of FGM include:
 - The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
 - FGM being known to be practiced in the girl's community or country of origin.
 - A parent or family member expressing concern that FGM may be carried out.
 - A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM.
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special

- occasion to “become a woman.”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period. Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e., we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our Safeguarding Partnership and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy.
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisation

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should always act if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including curriculum policy, behaviour policy, online/e-safety policy.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Attempt to contact the parent/carer.
- Contact other named individuals as appropriate to the individual child e.g., social worker, emergency contact.
- Inform the DSL who will risk assess the situation based on information available.
- A member of the SLT will remain at the school site with the child until provision is made via social services or the Police.

Missing or absent pupils

Our procedures are designed to ensure that a missing or absent child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Attempt to locate the child. If the child is located the member of staff will follow at a safe distance keeping the child in sight but not chasing the child.
- If the child is lost sight of or cannot be located, then the Police will be notified. The parent/carer will be informed subject to the risk assessment and care plan reflecting this action.

Policy Amendment Log

This log details when amendments have been made to this policy and outlines the material changes made. This does not replace the scheduled formal policy review which will be undertaken by the Governing Body as highlighted at the beginning of this policy.

No.	Date	Material changes	By whom
1	16/08/19	Amendments made to reflect the updated Keeping Children Safe in Education (September 2019)	AM, Ops Manager
2	09/09/2019	Email from DfE providing further information regarding the updated KCSIE Sept 2019	AM, Ops Manager
3	01/09/2020	Amendments made to policy because of KCSIE guidance September 2020 update	AM, Ops Manager
4	13/06/2021	Recognition of the NSPCC report following Everyone's Invited website launch	AM, Ops Manager
5	01/09/2021	Amendments made to policy as a result of KCSIE guidance September 2021 update	AM, Ops Manager
6	01/09/2022	Amendments made to policy as a result of KCSIE guidance September 2022 updates	AM, Ops Manager
7	31/10/2022	Amendments made to policy because of Governor's review.	AM, Ops Manager
8	31/10/2022	Amendments made to policy because of annual policy review.	AM, Ops Manager
9	01/09/2023	Amendments made to policy because of annual policy review and updates to KCSIE.	AM, Ops Manager
10	02/01/24	Reference made to linking policy to other policies	GB
11	10.02.24	Change of DSL/Deputies	To be ratified at next Governors meeting
	16/03/24	Change to DSL/Deputies	To be ratified at next Governors meeting

The following changes come into force from 1st September 2023. These changes have been incorporated into this updated policy.

The changes from the 2022 guidance to the 2023 guidance are relatively minimal compared to previous years. Each change is detailed in the sections below but to give an overview these mainly relate to:

- Additional mentions and details regarding expectations, roles and responsibilities in relation to **filtering and monitoring** with regards to online safety responsibilities.
- Some clarification and change of terminology regarding both '**children absent from education**' and '**children missing from education**'.
- Inclusion of a note that shortlisted candidates should be informed that **online searches** may be done as part of safer recruitment practices.

- Changes in terminology **from 'discipline' to 'sanction'** in some places.
- Updated resources and guidance within some sections.

We have summarized the changes using the headings, subheadings, and paragraph references from the guidance.

Part 1 Safeguarding Information for All Staff

What school and college staff need to know

Paragraph 14 – reference to filtering and monitoring has been added to the mention of online safety as part of appropriate safeguarding and child protection training. It now reads:

'All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction.'

Part Two: The Management of Safeguarding

Equality Act 2010

Paragraph 89 – there has been a slight rewording of this paragraph. The clause 'including those with long-term conditions' has been removed.

The paragraph now reads:

'Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. There is also a duty to make reasonable adjustments for disabled children and young people.'

Safeguarding policies and procedures

Paragraph 99 – 'absent from education' replaces 'missing from education'.

The last bullet point in the list now reads:

- **appropriate safeguarding arrangements** in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods more information at paragraph 175).

The designated safeguarding lead

Paragraph 103 – additional wording regarding understanding the filtering and monitoring systems in place has been added:

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

Staff training

Paragraph 124 – additional wording regarding the filtering and monitoring systems in place has been added to the requirement that governing bodies and proprietors must ensure that all staff undergo safeguarding and child protection training:

'...(including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information).'

Opportunities to teach safeguarding

Paragraph 133 – the resource link has been updated to reflect a name change (from Thinkuknow) as below:

National Crime Agency's **CEOP Education Programme**: Protecting children and young people from online child sexual abuse through education.

Online safety

Paragraph 138 – additional wording has been added regarding filtering and monitoring: Online safety and the school or college's approach to it should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks.

Filtering and monitoring

Paragraph 141- the last sentence has been reworded with further detail added. It now reads:

Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

Paragraph 142 – this paragraph has been expanded and reorganised. It now includes a link to **DfE filtering and monitoring standards**.

It includes a summary of the requirements from that document that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.

It also states that governing bodies and proprietors should 'review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.'

Information security and access management

Paragraph 144 – addition of a sentence stating that schools consider meeting the **Cyber security standards for schools and colleges.GOV.UK** alongside a link to the standards.

Use of school or college premises for non-school/college activities

Paragraph 167 – a link to **Keeping children safe in out-of-school settings guidance** has been added.

Children who are absent from education

(This section has been retitled from 'Children missing from education'.)

Paragraph 175 – the paragraph now includes some differentiation between children absent from education and children missing education and has been reworded to reflect that.

It refers to '**children being absent from education for prolonged periods and/or on repeat occasions**'.

There is a slight rewording to the following:

It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

A new bullet point has been added to the list signposting further information and support at the end of this paragraph:

Guidance on school attendance 'Working together to improve school attendance' including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.'

There is currently no link added, but you can access that document **here**.

Elective Home Education (EHE)

Paragraph 178 – an additional sentence has been added to the end of this paragraph stating that where a child has an Education, Health and Care plan, local authorities will need to review the plan, working closely with parents and carers.

Children with special educational needs, disabilities or health issues

Paragraph 202 – the following has been reworded in the list of specialist organisations:
The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: **Find your local IAS service (councilfordisabledchildren.org.uk)**

This replaces the link to the council for disabled children in KCSIE 2022.

Part Three: Safer Recruitment

Shortlisting

Paragraph 221 – a sentence has been added stating that ‘schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks.’

Retention of documents

Paragraph 276 – this **replaces paragraphs 276 and 277 from KCSIE 2022**. The content has been rewritten and consolidated into a single paragraph. A footnote linking to the legislation mentioned has been removed.

Ongoing vigilance

Paragraph 343 – ‘(including online)’ has been added to this sentence:

To support this, it is important that school and college leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

Part four: Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors

Organisations or Individuals using school premises

Paragraph 377 – this is an additional paragraph and section. It reads:

‘Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.’

Record keeping

Paragraph 417 – this sentence, from KCSIE 2022, has been removed:

Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website).

The paragraph now reads:

‘All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.’

Part Five: Child-on-child sexual violence and sexual harassment

Support for schools

Paragraph 466 – in the first list of resources there is a slight rewording of the name of the first resource. It now reads:

- National Crime Agency's CEOP Safety Centre: The CEOP Safety Centre aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors.

In this second list, the previous 'Thinkuknow from NCA-CEOP' resource is replaced with:

- National Crime Agency's CEOP Education Programme provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

Paragraph 542 – the name of guidance linked out to has changed from 'behaviour and discipline in schools' to 'behaviour in schools' and within the text references to 'discipline' have been changed to 'sanction'.

The wording has also changed slightly in the sentence linking to statutory guidance, **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England** reflecting the update of the document name.

Sanctions and the alleged perpetrator(s)

This subheading has changed, with sanction replacing 'discipline'.

Schools

Paragraph 544 – the name of the guidance linked out to has been changed from 'behaviour and discipline in schools' to 'behaviour in schools' and references to 'discipline' have been changed to 'sanction'.

Annex A: Safeguarding information for school and college staff

Point 3 reflects the addition of the wording around 'understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring' that appears in Part 1.

Annex B: Further Information

'Children who are absent from education' replaces the old title of 'children missing from education'.

Children who are absent from education

The wording has been changed to include both children absent from education and children missing from education as below:

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities.

Mental health

The last sentence has been amended to, 'It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, attendance and progress at school.' 'Attendance and progress' replaces the term education.

Preventing radicalisation

'Vulnerable to extremist ideology and radicalisation' has been changed to '**susceptible to extremist ideology and radicalisation**'.

There are slight changes to the footnotes (147 and 148) for definitions of key terms. These now refer the reader to the Government's Prevent Duty Guidance for England and Wales.

'Possible indicators' now link out to government guidance – **Managing Risk of Radicalisation in your Education Setting** – rather than the Educate Against Hate campaign.

A link has been added to making a **Prevent Referral**.

In the additional support section, the link has been updated to **this guidance**.

Forced marriage

A new paragraph has been added to the end of this section **reflecting the legislative changes regarding the legal age of marriage**. The new paragraph reads:

'In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.'

Additional advice and support

The following changes to the resources signposted have been made:

- **Forced marriage resource pack** has been added to the abuse section.
- **Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas** has been added to the child exploitation section.
- DfE guidance **Managing risk of radicalisation in your education setting** has been added to the radicalisation section.

Annex C: Role of the designated safeguarding lead

The requirement of understanding the filtering and monitoring systems and processes in place, as part of lead responsibility for online safety, has been added.

Amendments

In 2021 the Governing Body approved the following update to this policy:

In June 2020 Soma Sara created the Everyone's Invited website which provides a platform for people to highlight and eradicate sexual violence against women and girls. In the early part of 2021, over 8,000 school pupils made allegations of sexual violence and abuse perpetrated in schools in the UK.

These reports may prove to be a fraction of the real problem following a senior police officer acknowledging that some schools may have covered up sexual offences in order to protect their reputation.

These allegations have prompted a call for all school staff to be trained to spot signs of abuse. Additionally, in late March 2021 the NSPCC launched a helpline specifically to report concerns in this area. This may well give a better indication as to the scale of the problem within schools.

Schools who are genuinely committed to safeguarding children will be shocked by these revelations but will not shy away from transparency or fear scrutiny.

Belle Vue school is committed to a culture of openness, transparency, and an unwavering commitment to safeguarding children. The school staff have a wealth of expertise, much of this within the field of child protection, and focusing staff on recognising the signs of abuse is a key part of CPD. Our schools are extensively covered by CCTV and all staff are encouraged to maintain professional curiosity wherever the safeguarding of a child may be compromised. Within our schools we will continue to operate with integrity and transparency and any concern of sexual abuse or sexual violence will be thoroughly investigated, recorded, and reported accordingly.

As a school we assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports. We work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy with appropriate sanctions, pastoral support and a carefully planned RSHE curriculum that includes addressing issues of consent.

We support the NSPCC in their ongoing work to protect children and will promote their helpline to report concerns of sexual abuse in UK schools to our pupils, their care givers and our staff. The NSPCC helpline can be reached on 0800 136 663 or by emailing help@nspcc.org.uk This helpline supports the Government advice on reporting child sexual abuse [Report child abuse - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/report-child-sexual-abuse)

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children; we expect all staff and volunteers to share this commitment. We endeavour to provide a safe and welcoming environment where children and adults feel respected and valued.

We maintain an attitude of 'it could happen here', where safeguarding is concerned, and promote a culture of openness where children and adults are able to talk and are listened to. Any concerns are passed to the designated safeguarding leaders within the school.

We ensure that all staff receive appropriate training, guidance, and support to undertake the effective safeguarding of children.

In January 2024, reference was specifically made to the Physical Intervention policy and for this to be read regarding physical contact and intervention.

In February 2024, admin updates including the DSL list and links to other policies was made.