

# **Chiswick & Bedford Park Preparatory School**

## **Safeguarding and Child Protection Policy**

### **General**

Chiswick & Bedford Park Preparatory School and Nursery (“the School”) is committed to safeguarding and promoting the welfare of its pupils, and expects all staff and volunteers to share this commitment.

Our School offers high academic standards and we place great importance on developing each child’s potential in a secure and caring atmosphere.

We help our pupils to develop good learning habits and thinking skills, and to become confident, independent learners. We aim to motivate pupils and to foster within them a love of learning. We are keen to ensure that every child discovers and develops the talents and interests that lie within, in the classroom, in sport, in music, drama and art.

We value highly the pastoral care which we give, and are proud of the warm, nurturing ethos of the School. In addition to guiding pupils to high academic achievement, our programme of learning celebrates personal strengths, builds confidence from an early age and recognises the importance of self-esteem. We encourage our pupils to develop a sense of self discipline, responsibility and courtesy, as well as sensitivity to the needs of others.

This policy should be read in conjunction with other School key policies found at Appendix Two.

This policy is available on the School website and is on display in the staff room. It is discussed regularly in staff meetings and SLT meetings.

Our core safeguarding principles are:

- Safeguarding is everyone’s responsibility;
- The School’s responsibility to safeguard and promote the welfare of children is of paramount importance;
- Safer children make more successful learners; and
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review (*see Covid 19 Addendum*).

### **Child protection statement**

*We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.*

*The procedures contained in this policy apply to all staff (including supply staff), volunteers and proprietors.*

## Policy principles

- The welfare of the child is paramount;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm; and
- Pupils and staff involved in child protection issues will receive appropriate support.

## Policy aims

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities;
- To ensure consistent good practice; and
- To demonstrate the School's commitment with regard to child protection to pupils, parents and volunteers.

### Terminology

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DSL** refers to the designated safeguarding lead at the school

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education 2020 (*from Sept 2020*)
- Section 157 of the Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- Mental Health and behaviour in schools 2018
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- What to do if you're worried a child is being abused 2015
- National Police Chief's Council Guidance (NPPC) – When to call the police?

This Policy takes into account advice and procedure from Hounslow Safeguarding Children Partnership and the Ealing Safeguarding Children Partnership (see Appendix Three for further information). The School carries out all safeguarding procedures in line with such partnership recommendations.

### **Roles and responsibilities**

Designated Safeguarding Lead (DSL) is Henrietta Adams (Headmistress)

Deputy Designated Safeguarding Lead (DDSL) is Geeta Koka (SENDCo)

Deputy Designated Safeguarding Lead (DDSL Nursery) is Anna Wilson

Designated Safeguarding Proprietor is Monica Morrow ([directors@cbppschoool.co.uk](mailto:directors@cbppschoool.co.uk))

### **The Role of the Designated Safeguarding Lead (DSL):**

The DSL takes **lead responsibility** for safeguarding and child protection (including online safety) in the School. The DSL has the status and authority within the School to carry out the duties of the post, which include:

- Ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and publicly available (on the School Website and available on request from School Office);
- Helping promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with appropriate staff;
- Helping ensure that appropriate staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations and supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children;
- Helping and training all staff to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. Staff should immediately raise any mental health concerns which are *also* safeguarding concerns with the DSL or DDSL and follow it up with a report on MyConcern;
- Staff must be aware of how adverse experiences, like abuse and neglect, can have a lasting impact on a child's mental health, behaviour and education.
- Advising and supporting staff on child protection and safeguarding matters;
- Ensuring staff are all kept up to date with all child protection procedure including weekly email to all staff (DDSL), staff briefings, staff meetings and training;
- Encouraging a culture of listening to children;
- Managing safeguarding referrals to children's social care, the police, or other agencies;
- Taking part in strategy discussions and inter-agency meetings;
- Liaising with the "case manager" and the designated officer(s) at the local authority where allegations are made against staff;
- Making staff aware of training courses and the latest local safeguarding arrangements;
- Transferring the child protection file to a child's new school;
- Undergoing regular training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training; and
- Reporting to Designated Safeguarding Proprietor as and when appropriate but no less than ONCE a term. *(NB My Concern has facility for automatic relevant information to be available to all relevant parties, including the Safeguarding Proprietor).*

**The deputy designated safeguarding leads:**

Are trained to the same level as the DSL and support the DSL with safeguarding matters, as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

**Good practice guidelines and staff code of conduct**

Good practice includes:

- Treating all pupils with respect;
- Setting a good example by conducting ourselves appropriately;
- Involving pupils in decisions that affect them;
- Encouraging positive, respectful and safe behaviour among pupils;
- Being a good listener;
- Being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation;
- Recognising that challenging behaviour may be an indicator of abuse;
- Reading and understanding the School's safeguarding and child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues;
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse; and
- Referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary, directly to police or children's social care.

**Abuse of position of trust**

All School staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. The School's Code of Conduct and Staff Handbook sets out our expectations of all staff and must be read and adhered to at all times.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

**Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, mental health problems, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Living away from home or in temporary accommodation;
- Living in chaotic and unsupportive home situations;
- Affected by parental substance misuse, domestic violence or parental mental health needs;
- Vulnerable to being bullied, or engaging in bullying;
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;

- Do not have English as a first language; or
- At risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

### **Children with special educational needs and disabilities**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

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

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

### **Children missing education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, or mental health problems. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### **Early Help**

Any child may benefit from early help, but all school staff will alerted to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Has a mental health need;
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- Is at risk of being radicalised or exploited;
- Has a family member in prison, or is affected by parental offending;

- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- Has returned home to their family from care;
- Is at risk of honour based abuse such as Female Genital Mutilation or forced marriage;
- Is a privately fostered child; and
- Persistently absent from education.

### **Whistle blowing if you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The School's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headmistress. Complaints about the headmistress should be reported to the Safeguarding Proprietor.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

### **Allegations against staff**

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2020)* and in the School's Allegations of Abuse Against Staff policy.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

### **Staff training**

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff receive a briefing during their induction, which includes the School's Safeguarding and Child Protection Policy and Staff Behaviour Policy, reporting and recording arrangements, and details for the DSL/deputy DSLs. New staff are given copies of:

- Safeguarding and Child Protection Policy
- KCSIE 2020 Part 1
- Children Missing from Education Policy
- Staff Code of Conduct
- Staff Handbook
- Mobile Phone Policy
- E-safety Policy
- Whistleblowing Policy

All staff, including the DSL and proprietors, will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email and staff

meetings throughout the year. At the start of every academic year, all staff will sign to state that they have read the following policies:

- Safeguarding and Child Protection Policy
- KCSIE 2020 Part 1
- Staff Code of Conduct
- Whistleblowing Policy

### **Safer recruitment**

The School complies with the requirements of Keeping Children Safe in Education (DfE 2020) and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The School's Safer Recruitment policy contains further information.

At least one member of each interview panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the School. For the avoidance of doubt, all staff are required to sign an annual disclosure form relating to this. The School obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the School or by the training provider, from whom written confirmation will be obtained.

The School maintains a single central record (SCR) of recruitment checks undertaken.

### **Volunteers**

Volunteers, including proprietors, will undergo checks commensurate with their work in the School, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

### **Contractors**

The School checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

### **Site security**

Visitors to the School, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site (see Visitors' Policy). Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the School's safeguarding and health and safety regulations. The headmistress will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **Extended school and off-site arrangements**

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the School, our own Safeguarding and Child Protection Policy and procedures apply. If other organisations provide services or activities on our site on behalf of our School, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

### **Staff/pupil online relationships**

The School provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils (see Staff Code of Conduct and AUAs). Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

### **Child protection procedures**

#### **Recognising abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2020) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

#### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported according to our Anti-Bullying Policy.

#### **Taking action**

**Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.** Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, if necessary call 999;
- Report your concern as soon as possible to the DSL;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Log a report on My Concern; and
- Seek support for yourself if you are distressed.

#### **If you are concerned about a pupil’s welfare**

There will be occasions when staff may suspect that a pupil may be in need or at risk. The pupil’s behaviour may have changed, their artwork could be bizarre, he/she may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use My Concern to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- Allow them to speak freely;
- Remain calm and not overreact;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Not be afraid of silences;
- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it etc.;
- Not automatically offer any physical touch as comfort;
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong; and
- Tell the pupil what will happen next.

### **Notifying parents**

The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with a DSL. That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2020)* emphasises that **any** member of staff can contact children’s social care if they are concerned about a child.

Child protection information will be stored and handled in line with our Data Protection Policy.

Information sharing will take place in a timely and secure manner and where:

- It is necessary and proportionate to do so; and
- The information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

The School uses My Concern which ensures any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the School office ([info@cbppschoo.co.uk](mailto:info@cbppschoo.co.uk)).

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The School's Data Protection Policy is available on the School's website.

### **Referral to children's social care**

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- The situation is an emergency and the designated safeguarding lead, their deputy, the headmistress and the DSL proprietor are all unavailable; or
- They are convinced that a direct report is the only way to ensure the pupil's safety; or
- For any other reason they make a judgement that direct referral is in the best interests of the child.

### **Peer on peer abuse**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary.

However, all staff recognise that children are capable of abusing their peers and should be clear about the School's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling

- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault
- **sexting**, including pressuring another person to send a sexual imagery or video content
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **upskirting** - surreptitiously taking photos or videos at an angle so as to see up a skirt or dress.
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our School, we take the following steps to minimise or prevent the risk of peer on peer abuse:

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them;
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying;
- Form time, RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities;
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in School; and
- We will ensure that the School is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children’s social care. The DSL will then work with children’s social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of *Keeping Children Safe in Education (2020)*.

### **Supporting those involved**

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

### **Online safety**

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured that appropriate filters and monitoring systems are in place to manage the content available to pupils, who can contact our pupils and the personal conduct of our pupils online. Children are taught in Computing lessons and through class PSHE about the importance of staying safe online (including online bullying) and what to do if he/she feels unhappy about anything online.

### **Sexting**

There is no accepted definition of ‘sexting’ but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as ‘youth produced sexual imagery’. Upskirting, (surreptitiously taking photos or videos at an angle so as to see up a skirt or dress) is also illegal (KCSIE 2020).

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children’s social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

### **Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child’s physical and emotional health. It may also be linked to child trafficking.

The School includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

### **Honour-Based Violence**

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so School staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

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

### **Radicalisation and Extremism**

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The School supports the Prevent strategy (*see Prevent Policy*).

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the School follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

## **Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the School should notify the local authority of the circumstances.

## **Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The School ensures that staff have the necessary skills and understanding to keep looked after children safe.

## **Appendix One**

### **CATEGORIES OF ABUSE**

#### **Physical abuse**

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### **Emotional abuse**

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

#### **Sexual 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 or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Up skirting,

(surreptitiously taking photos or videos at an angle so as to see up a skirt or dress) is an example of non-contact abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and occur where a power imbalance is used to coerce, manipulate or deceive a child into sexual or criminal activity. Staff will be trained to recognise and be aware of these types of abuse and understand their effects on a child.

### **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- Have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- change their eating habits
- Have difficulty in making or sustaining friendships
- appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school, arrive late or leave the school for part of the day. *See CME Policy*)
- Show signs of not wanting to go home or particular attachment to an adult at School
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn

- Challenge authority
- Demonstrate/show an interest in extreme, radical or political organisations
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age
- Acquire gifts such as money from new ‘friends’.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

## **Appendix Two**

### **Related Safeguarding policies**

- Staff code of conduct
- Physical intervention and the use of reasonable force
- Behaviour and Discipline
- Complaints procedure
- Anti-bullying
- Physical contact
- Prevent
- Whistleblowing
- SEND
- Safer Recruitment
- Allegations against staff
- Grievance and disciplinary
- Mobile phone policy
- Children Missing from Education
- Staff Induction checklist

## **Appendix Three**

Police: 999 KCSIE refers to the recently published “National Police Chief’s Council (NPCC) – When to call the police” to help clarify when to consider calling the police and what to expect when a report is made.

DSLs, their deputies and senior leaders should be made aware of the NPCC guidance and use it when considering whether to make a Police report and when liaising with the Police on safeguarding issues.

### **Local Authority Safeguarding Partnerships**

Hounslow Safeguarding Children Partnership on: 020 8583 6600  
<https://www.hscb.org.uk/>

Hounslow Children’s Partnership Arrangements  
<https://www.hounslowccg.nhs.uk/media/131048/10i-Hounslow-Safeguarding-Children-Partnership-Plan-Draft-latest-version.pdf>

*Ealing Children's Services* on 020 8825 8000

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=0>

Ealing Children's Partnership Arrangements

[https://search3.openobjects.com/mediamanager/ealing/directory/files/ealing\\_safeguarding\\_children\\_partnership\\_arrangements\\_2019\\_20.pdf](https://search3.openobjects.com/mediamanager/ealing/directory/files/ealing_safeguarding_children_partnership_arrangements_2019_20.pdf)

<b>Date reviewed</b>	<b>Date of next review</b>	<b>Date approved and agreed by Proprietors</b>
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