

John Keble Church of England Primary School



Child Protection and Safeguarding Policy

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Contents:

Statement of intent

1. Definition
2. Legal framework
3. Principles
4. Roles and responsibilities
5. Safer recruitment
6. Disqualification by association
7. Looked after children (LAC)
8. Female genital mutilation (FGM)
9. Forced marriage
10. Child sexual exploitation (CSE)
11. Child on child abuse
12. Sexual violence and sexual harrassment
13. Preventing radicalisation
14. Honour based abuse
15. Homelessness
16. County Lines Criminal Activity
17. Serious Violence
18. Pupils with family members in prison and pupils required to give evidence in court
19. Domestic abuse
20. Alternative provision
21. Clubs and extra-curricular activities
22. Training
23. Reporting
24. Related policies
25. Appendix 1, Types of child abuse and neglect
26. Appendix 2, What to do if a child tells me about abuse s/he has suffered
27. Appendix 3, Flow chart for raising safeguarding concerns about a child
28. Appendix 4, Useful contacts
29. Appendix 5, Reporting systems for our pupils

Statement of intent

John Keble Church of England Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil, inside and outside the school premises through a culture of vigilance.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable. We teach them to recognise when they are at risk and how to get help when they need it.
- Identifying and making provision for any child that has been subject to abuse.
- Ensuring that members of the Governing Board, the Headteacher and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The school's primary designated safeguarding lead (DSL) is: [Ms Zohra El-Habti, AHT/SENDCo, 02089655072, saferguarding@jkeble.brent.sch.uk](#). Child protection matters will also be dealt with by Mrs C Allard, Headteacher, 02089655072, [saferguarding@jkeble.brent.sch.uk](#).

All senior leaders are also trained safeguarding leads and can deputise as needed.

The link governor for Child Protection and Safeguarding is Kevin Snow.

1. Definition

For the purposes of this Policy, John Keble Church of England Primary School will define safeguarding and protecting the welfare of children as: protecting children from maltreatment; preventing impairment of children's mental or physical 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 (see Appendix 1)

2. Legal framework

This Policy will have consideration for and be in compliance with the following legislation and statutory guidance:

- Children Act 1989.
- Education Act 2002.
- Education (Health Standards) (England) Regulations 2003.
- Children's Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007.
- School Staffing (England) Regulations 2009.
- Education (Independent School Standards) (England) Regulations 2010.
- Equality Act 2010.
- Education (Non-Maintained Special Schools) (England) Regulations 2011.
- Protection of Freedoms Act 2012.
- Working Together to Safeguard Children 2018 (to be read together with What to do if you are worried a child is being abused 2015 – Advice for practitioners)
- Keeping Children Safe in Education 2022
- Prevent Duty Guidance - England and Wales. This covers the duty of schools and other providers, in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism
- Multi-agency statutory guidance on female genital mutilation April 2016
- We will also have regard to DfE's statutory guidance for schools about the employment of staff disqualified from childcare "Disqualification under the Childcare Act 2006", which also contains information about 'disqualification by association'

3. Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- 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 in accordance with this guidance. See Section 1 "Keeping Children Safe in Education, September 2022"
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so
- Children are given the time, the space and the opportunity to be heard and listened to, and are encouraged to think about the adults they can talk to (e.g. class teacher or teaching assistant, the Headteacher, the Assistant Headteacher, school therapists, office staff)
- The school places a great deal of importance on the wider environmental factors in a child's life which may be a threat to their safety and/or welfare. This is known as Contextual Safeguarding.

- It is important that this policy is read in conjunction with the school's Digital Online Safety and Acceptable Use Policy, given the digital nature of many safeguarding risks faced by young people today.

4. Roles and responsibilities

The Governing Board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Ensure that the policies, procedures and training in the school are effective and comply with the law at all times.
- Ensure that this Child Protection and Safeguarding Policy is available on the school website.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance '*Working Together to Safeguard Children 2018*'.
- Ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the Governing Board is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher or other governor.
- Ensure that there is an effective Child Protection Policy in place together with a Staff Code of Conduct.
- Appoint a member of staff from the school leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description. There should always be cover for the designated safeguarding lead.
- Consider how children may be taught about safeguarding, including online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.
- Ensure that there are procedures in place to handle allegations against other children.

- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and to ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keeping 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.
- Act to remedy any weaknesses in Child Protection immediately.
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board.

The Headteacher has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Ensure that the policies and procedures adopted by the Governing Board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

The Designated Safeguarding Lead, supported by the safeguarding team, has a duty to:

- Refer all cases of suspected abuse to the local authority - phone 0208 937 4300 - (the LSCB) Social Services, the local authority designated officer (LADO) for child protection concerns (as appropriate) and the police in cases where a crime has been committed.
- Liaise with the Headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding, and when deciding whether to make a referral, by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff members.
- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage among all staff members, a culture of listening to children and taking account of their wishes and feelings; in any measures the school may put in place to protect them.

- Ensure that all staff read and understand Section 1 of the document “Keeping Children Safe in education, 2022”
- Ensure the school’s Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Board regarding this duty.
- Ensure the school’s Child Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the pupil’s child protection file is copied when transferring to a new school. This will be sent via recorded delivery with a tear off slip to be returned to John Keble in a self - addressed envelope. Where possible, it will instead be transferred electronically using the CPOMs system.
- Be aware of pupils who have a social worker.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

Other staff members/volunteers/sports coaches should:

- Understand that safeguarding incidents could happen anywhere and staff should be alert to possible concerns in this school.
- Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties. See Section 1 “Keeping Children Safe in Education, 2022”
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, record and report any disclosures or concerns to the designated safeguarding lead and work with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- All staff may raise concerns directly with Children’s Social Care services.
- Report any concerns that they may have about the actions of any member staff or volunteer to the designated safeguarding lead or the Headteacher.
- Report any disclosures without asking leading questions and without agreeing to keep the disclosure secret
- Keep themselves and children safe by working in a public place in the school or with other staff members. They should not work 1:1 with a child unless visible to others.
- Take care when taking children swimming and ensure that two staff members supervise children changing and where cubicles are available and safe to use, use them.
- Ensure children do not have access to their own digital devices whilst on the school site (e.g. phones or internet-enabled watches).
- Remember that ‘relationships and associations’ they have in school and outside (including online), may have an implication for the safeguarding of children in the

school. Where this is the case, the member of staff must speak to the head-teacher or DSL.

The Parent Liaison Officer should:

- Monitor pupil absence closely, considering poor attendance and children who are missing to be safeguarding risks and reporting these as such.
- Ensure at least two emergency contacts are collected for each child and that an up-to-date record of these is maintained

5. Safer recruitment

5.1 John Keble is committed to the process of creating a culture of safe recruitment and, as part of that, to adopting recruitment procedures that help deter, reject or identify people who might abuse children. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Will be responsible on a daily basis, for the care or supervision of children.
- Regularly work in the school at times when children are on school premises.

5.2 The Headteacher will check the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State for Education, using the Employer Access Online service.
- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then the school will follow the advice set out on the GOV.UK website.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.
- Verifying professional experience and qualifications, as appropriate.

5.3 A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment and before taking up the post.

An online update check may be undertaken through the DBS Update Service if the applicant has subscribed to it and gives their permission.

An enhanced DBS check with barred list information may be requested if there are concerns about an applicant even if he/she has worked in regulated activity in the three months prior to appointment.

An enhanced DBS check will be requested for all governors who participate in regulated activity and may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

An enhanced DBS certificate and barred list check must be obtained for all trainee teachers.

The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

The school will ensure that any contractor or employee of the contractor, working at the school has been subject to the appropriate level of DBS check.

Contractors without a DBS check will be supervised if they have contact with children.

The identity of the contractor will be checked upon their arrival at the school.

5.4 Written information about previous employment history will be obtained from the candidate and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References will be obtained directly from the referee and scrutinised with all concerns satisfactorily resolved, prior to confirmation of employment.

References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school that the school would otherwise perform.

5.5 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

5.6 A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.

The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Governors that are volunteers shall be treated on the same basis as other volunteers.

The school will ensure that policies and procedures are in place to protect children from harm during work experience placements.

5.7 The school will set up and maintain a single central record of whether or not the following checks have been carried out or certificates obtained from members of the Governing Board and all staff members, volunteers and other individuals working with children in school:

- An identity check.
- A barred list check.
- An enhanced DBS check.
- A prohibition from teaching check.
- Further checks on people living or working outside the UK.
- A check of professional qualifications.
- A check to establish the person's right to work in the UK.
- Proof of address

5.8 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

5.9 The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

6. Disqualification by association

This section relates to primary schools with nurseries and/or reception classes and other schools where the school provides after school provision for children under the age of 8. The school will implement the Childcare (Disqualification) Regulations 2009 by ensuring that staff who are disqualified by association because they live in the same household as a person disqualified under the Childcare Act 2006 (as amended 2018) are not able to work in an early years setting within the school. To do this the school will follow the statutory guidance "Disqualification under the Childcare Act 2006 (as amended 2018)".

7. Looked after children (LAC)

The Designated Lead is responsible for Looked After pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at

schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- Designated Safeguarding Lead oversees the general well-being and progress of all LA children
- offering in-school support such as play therapy or social skills intervention as appropriate
- targeting pupil premium specifically to support children in care
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained or repeated absence to social care and the Educational Welfare service
- monitoring their academic progress carefully to try to ensure they are making good progress in school
- informing relevant staff members that they are on the looked-after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team
- being careful not to accept any under achievement just because the child is 'looked after'
- looking out for difficulties with home learning or resources that may be a result of their being in care and liaising with carers to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self-esteem projects/residential organised by the school as and when appropriate.

If we know that a child is being privately fostered we will inform the local authority as it is a mandatory duty to do so.

8. Female Genital Mutilation (FGM)

8.1 Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause 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. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. The practice is illegal in the UK. All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff suspect that someone is at risk of FGM or has had FGM, they have a mandatory duty to report this to the police on 101. The designated safeguarding lead will also share this information with social care.

8.2 There are a range of potential indicators that a child may be at risk of FGM, whilst individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to practise FGM. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject. The following indicators are taken from government guidelines regarding FGM.

Indicators that may show heightened risk of FGM include:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Relationships and Sex Education (RSE).

Indicators that may show FGM could take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.

8.3 It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others and so criminal investigations can begin. Indicators that FGM may have already taken place include:

- A girl may have difficulty walking, sitting or standing.
- A girl may spend longer than normal in the bathroom or toilet.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- There may be prolonged or repeated absences from school followed by withdrawal or depression.
- A girl may be particularly reluctant to undergo normal medical examinations.

- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.

8.4 From October 2015 there is a statutory duty on schools to report FGM to the police.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>

9. Forced marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used.

Signs include:

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Not being allowed to attend extra-curricular activities
- Being prevented from going on to further/higher education

Staff must discuss any concerns around possible cases of forced marriage with the DSL.

There may be occasions when immediate emergency action is necessary to prevent a child from being forced to marry or abducted, for instance, police protection or emergency protection orders.

If there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately.

10. Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE. The procedure is as follows:

Step one – Identifying cases

School staff are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late.
- Regularly missing school.
- Appearing with unexplained gifts and new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Undergoing mood swings or drastic changes in emotional wellbeing.
- Displaying inappropriate sexualised behaviour.

Step two – Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion there remain concerns, local safeguarding procedures will be triggered, including referral to a local authority.

Step three – Support

The local authority and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed and will provide support for the child throughout the process.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

11. Child on child abuse

11.1 We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. All staff are aware that it can happen both inside and outside of school, online, and should be clear as to the school’s policy and procedures with regard to the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

11.2 Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber bullying, prejudice based and discriminatory bullying)
- Abuse in intimate personal relationships between peers

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos
- Upskirting, which typically involves taking a picture under a person's clothing without their permission
- Initiation/hazing type violence and rituals

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

11.3 Most cases of children abusing peers 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, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

11.4 Risks

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Staff should not dismiss abusive behaviour as normal between children and should not develop high thresholds before taking action.

Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Staff should be aware of the added vulnerability of children who have SEN or disabilities or who are Looked After, including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable

disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development. They may therefore be suffering, or at risk of suffering, significant harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

11.5 Protection and Action to be taken

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards pupils, and initiation or hazing type violence
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described below in Appendix 2)
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - § Children can show signs or act in ways they hope adults will notice and react to
 - § A friend may make a report
 - § A member of staff may overhear a conversation
 - § A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - 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

- o The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- o That they should speak to the DSL if they have any concerns

11.6 Procedures for dealing with allegations of child-on-child abuse

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

- You must record the allegation on CPOMS and tell the DSL, 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 (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

11.7 Sharing of nudes and semi-nudes (“sexting”)

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

The DSL (working with children’s social care and/or police as appropriate) will further investigate and respond to the incident. The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Pupils are taught about the issues surrounding the sharing of personal and/or inappropriate material as part of our PSHE/RSE and computing schemes of work.

12. Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they should follow the procedures set out above in section 11.

When responding to alleged incidents of sexual violence or sexual harassment, the DSL may refer to the flowchart [here](#) (Andrew Hall safeguarding) to help support decision making around next steps.

13. Preventing radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

In order to keep children safe from radicalisation we will

- Teach a broad and balanced curriculum
- Promote fundamental British values
- Assess the risk of pupils being drawn into terrorism and support for extremism
- Train key staff to give them the knowledge and confidence to identify children at risk
- Protect children from terrorist and extremist material when accessing the internet at school
- Ensure robust safeguarding policies are in place to identify children at risk, intervene and refer pupils as appropriate
- Actively work with local organisations to identify children at risk of joining gangs and intervene early

14. Honour Based Abuse

Honour Based Abuse can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

15. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding leads (and deputies) at John Keble are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Referrals may also be made to multi-agency safeguarding hub.

16. County Lines Criminal Activity

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. We refer where needed to the following guidance: *Criminal Exploitation of children and vulnerable adults: county lines guidance*.

17. Domestic Abuse

The definition of Domestic Abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

18. Serious Violence

All staff should be aware of the signs that indicate a child is at risk of, or involved with serious violence, this includes: absence from school, change of friendship group, unexplained injuries, self-harm, unexplained gifts or possessions. Staff should also be aware of relevant guidance: *Preventing youth violence and gang involvement*.

19. Pupils with family members in prison and pupils required to give evidence in court

Children with a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders NICCO (see KCSIE 2019) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

A child may at some point experience the court system for a number of different reasons. This may include being a witness to a crime or it could be as a result of child care arrangements being made in the Family Court. Whatever the reasons it is important the child is supported through this process.

20. Alternative provision

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. We would seek to obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.

21. Clubs and extra-curricular activities

Our duty with regards to safeguarding extends beyond the school day and includes all clubs and extra-curricular activities, including breakfast club, after-school clubs, sports competitions and other events outside of school, trips and residential visits.

22. Training

All staff members will:

- be made aware of systems and policies in the school which support safeguarding, during their inductions.
- read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually. All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance. Some staff who do not work directly with children may instead read annex A of KCSIE (a condensed version of part 1); this decision will be made by the DSL according to role, prior experience and other relevant factors.

- undergo child protection training (including online safety) which is updated at least annually, in line with LSCB advice. Staff also receive regular updates; safeguarding is a standing agenda item at weekly INSET meetings and TA meetings.

All designated safeguarding leads should undergo 'new to role' training and updated child protection training every two years, including multi-agency training. They also receive regular updates through SafeguardingPro membership and work with the local safeguarding cluster group.

All volunteers, trainees or temporary staff are inducted by aDSL and complete safeguarding training before they begin work.

23. Curriculum

Our curriculum is an important part of our provision and one of the key ways in which we teach children how to keep themselves safe. An important part of this is our PSHE scheme of work which has been designed to meet the needs of our specific cohort. All children are taught from a progressive and broad scheme of work at least once per week around three key themes per year group (for example "Rights and Responsibilities" or "Peer Pressure"). Children are also taught Digital Safety as an integrated part of computing lessons. Sex and Relationships Education is highly valued and fully embedded in the school's curriculum.

24. Vulnerable groups

We are aware that particular groups of children may be more vulnerable and at greater risk, particularly from bullying. These groups may include for example children with special educational needs or disabilities, those with medical conditions, looked after children, children who are missing from education, children whose parent/carer has expressed an intention to educate them at home or those who live in poverty. We work hard to ensure that all children are heard and monitored closely.

All staff at John Keble are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy (usually through logging on CPOMs).

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

25. Reporting and record keeping

25.1 Staff members should raise any concerns that they may have about a child with the school's designated safeguarding lead, including situations of abuse which may involve other staff members. Staff report any concerns using CPOMs (the school's online safeguarding and child protection

monitoring system). Concerns are then viewed by relevant staff and access to safeguarding logs is for members of the safeguarding team only. Any on-going issues for children are also recorded on CPOMs. Where there are paper records (for example handwritten notes, body maps or letters) these will be scanned and added to a child's CPOMs log.

25.2 The safeguarding lead will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly. A child will immediately be referred to children's social care if there is a risk of immediate serious harm to a child.

25.3 The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.

An inter-agency assessment will be undertaken where a child and family could benefit from co-ordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

25.4 As noted in Keeping Children Safe in Education (2021): 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' It is also noted that 'This includes allowing practitioners to share information without consent.'

25.5 The school records all sensitive and confidential information on CPOMS: a secure software programme which ensures the effective monitoring and supporting of safeguarding, wellbeing, pastoral and behavioural issues.

To ensure the effective safeguarding of the child or when parental consent is given, this information will be shared with partner agencies such as social services, CAMHS, educational psychologists or therapists, in line with GDPR guidelines.

26. Related Policies

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children.

In the case of allegations against staff, please refer to the whistle blowing policy and our allegations against staff policy. Please note that a staff member should report a concern/allegation directly to the local authority designated officer if they believe there's a conflict of interest in reporting to the headteacher. The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

For information regarding mobile phones and camera safety, please refer to staff induction notes, school handbook and code of conduct, and the school's Digital Online Safety and Acceptable Use Policy.

- Behaviour and anti-bullying
- Health and Safety Policy
- Digital Online Safety and Acceptable Use Policy
- Whistle blowing Policy
- Staff Code of Conduct and Handbook
- Safer Recruitment Policy
- Intimate Care policy
- Allegations Against Staff
- Missing Pupil Policy
- Attendance Policy
- First Aid Policy
- Physical Restraint Policy
- Risk policy
- Volunteer Policy
- Risk assessments
- Complaints Procedure
- Medical Conditions Policy
- SEND Information Report
-
- Staff induction record

27. Monitoring and evaluation

This policy will be regularly reviewed by the Senior Leadership Team/Safeguarding Team. It will be formally evaluated at least every two years by the Full Governing Body.

Types of child abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/physical-abuse/>

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

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/emotional-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). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Child sexual exploitation is a form of child sexual abuse.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-abuse/>

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/neglect/>

Child on child is a type of abuse (see above).

If you're worried that a child is being abused, watch out for any unusual behaviour.

- withdrawn
- suddenly behaves differently
- anxious, tearful
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- self-harm

Appendix 2

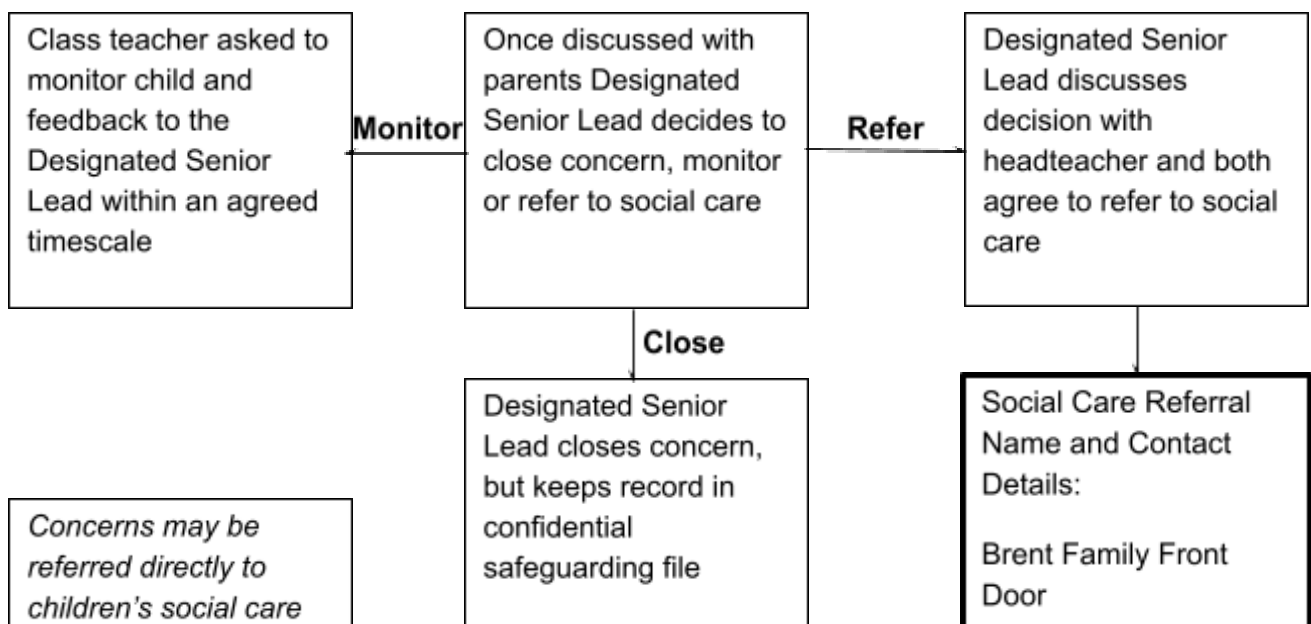
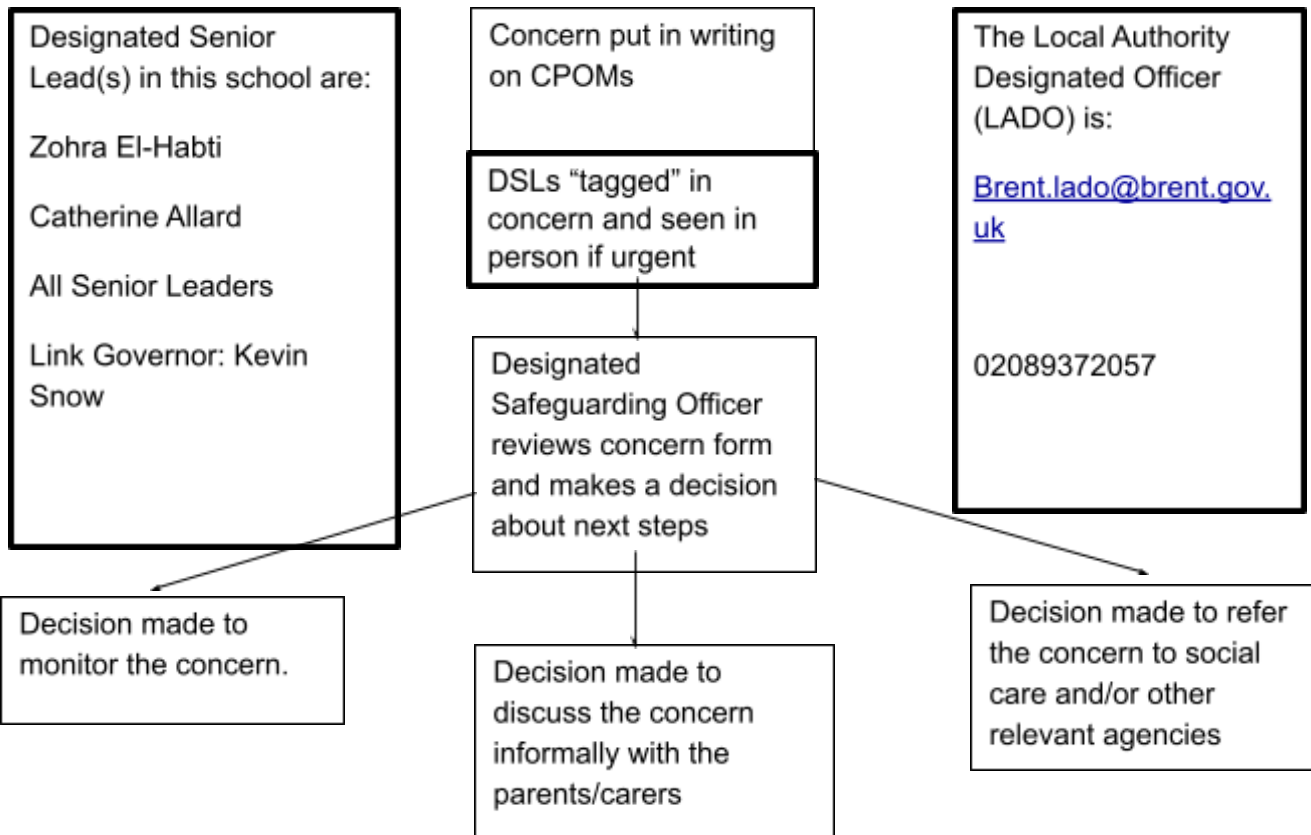
When a child tells me about abuse s/he has suffered, what must I remember?

- a. Stay calm
- b. Do not transmit shock, anger or embarrassment
- c. Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- d. Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this
State who this will be and why
- e. Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- f. Tell the child that it is not her/his fault
- g. Encourage the child to talk but do not ask "leading questions" or press for information
- h. Check that you have understood correctly what the child is trying to tell you.
- i. Praise the child for telling you. Communicate that s/he has a right to be safe and protected
- j. It is inappropriate to make any comments about the alleged offender.
- k. Be aware that the child may retract what s/he has told you. It is essential to record all you have heard
- l. At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know

As soon as you can afterwards, make a detailed record of the conversation on CPOMs using the child's own language. Include any questions you may have asked.

Appendix 3

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix 4 –useful contacts

Brent Family Front Door on: 020 8937 4300 (option 1)

If you are calling outside normal office hours (9am - 5pm) please call our emergency duty team on: **020 8863 5250**.

If you do not feel comfortable about telling us, or you are not sure if you are right, you can also speak to a police officer, teacher, health visitor, doctor or the NSPCC. The most important thing is to tell someone who can help.

If you believe a child is in immediate danger you should phone the police. Call 999.

NSPCO whistleblowing helpline – 0800 028 0285

The Local Authority Designated Officer (LADO) is: Brent.lado@brent.gov.uk

Appendix 5 - Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Children are informed and reminded through class circle times, assemblies, PSHE lessons and other opportunities as they arise that they can speak to any adult in school if something is worrying them
- Children in KS2 are informed through class drop-ins, assemblies and teacher signposting that they can self-refer to the school's team of therapists to talk about problems they are facing or concerns they have. Children in KS1 and EYFS have a classroom worry box which they are taught to use to tell their teacher if they want to speak to them. Their teacher can refer them on to the school's therapists as appropriate. Circle times and 1:1 check-ins are also used widely to identify children who may be unhappy, worried or be experiencing other problems. Staff are trained to be particularly mindful of those (for example with limited communication skills or who are new to English) who may not be able to let their teacher easily know how they are feeling.
- All staff are well-trained to ensure that children feel safe in submitting any concerns they may have, for example in their response if a disclosure is made

Relationships and listening are central to our school's values and day-to-day work. We place a great deal of emphasis on the importance of this throughout our work with staff, families, children and other agencies.