

Bell Lane Primary School

Child Protection and Safeguarding Policy

Introduction

Policy Ratified: September 2022

Policy Revision: September 2022

Policy Review Date: September 2023

Safeguarding Lead: Beth Hanham - Head of School

Safeguarding Deputy: Taylor Cooper - Learning Mentor

Other Members of Safeguarding Team:

Assistant Headteacher: Tamsin Jones

Executive Headteacher: Robin Archibald:

Safeguarding HLTA: Teresa Greene:

Safeguarding Governor

Safeguarding Governor - Tracy Simmons tsimmons@belllane.barnet.sch.uk

Key External Professionals:

Multi Agency Support Hub (MASH)/Children's Service Referral and Assessment. The MASH is a single point of referral for all agencies or the general public in relation to care and welfare concerns about children. MASH Team Telephone Number: 020 8359 4066

Anti-Terrorism Hotline 0800 789 321

Barnardo's 0800 555 111

Child Exploitation and Online Protection (CEOP) [CEOP](#)

NSPCC 0808 800 5000

NSPCO whistleblowing helpline – 0800 028 0285 (See Finance Policy for information about whistleblowing)

Based on LBB01_Model_Safeguarding_Policy

Robert Wratten Designated Officer (DO) contact LADO@barnet.gov.uk and request a phonecall
- formerly known as LADO

Safeguarding Children Board Development Manager 020 8359 4540

London Child Protection Procedures www.londonscb.gov.uk

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This policy is accessible to:

all staff (permanent, temporary, supply or otherwise)

advisers/inspectors

parents (on request)

Bell Lane Primary School Governors.

All staff have access to a copy saved on the school website.

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Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children’s social care services	The branch of the local authority that deals with children’s social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children’s services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.

FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MASH	Multi-agency Safeguarding Hub	A partnership of agencies that have a duty to safeguard children and who have agreed to share information they have on families and children in order to improve decision-making when there are concerns about a child.
[Academies] MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.

PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Statement of intent

Bell Lane is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

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 safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.

Teaching pupils how to keep safe and recognise behaviour that is unacceptable.

Identifying and making provision for any pupil 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, are alert to the signs of child abuse and know to refer concerns to the DSL.

Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

1. Definitions

The terms “**children**” and “**child**” refer to anyone under the age of **18**.

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:

Protecting pupils from maltreatment.

Preventing the impairment of pupils’ health or development.

Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.

Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:

Using sexually explicit words and phrases.

Inappropriate touching.

Sexual violence or threats.

Full penetrative sex with other children or adults.

In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “**sexual harassment**” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term “**sexual violence**” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term “**teaching role**” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

2. Legal Framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006

Based on LBB01_Model_Safeguarding_Policy

- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

Other relevant school policies include:

- Behavioural Policy
- Staff Code of Conduct
- Data Protection Policy
- Whistleblowing Policy (In Staff Handbook)
- Exclusion Policy
- On-Line Safety Policy

3. Roles and responsibilities

The governing body of Bell Lane School has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (2018).
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply
- the local safeguarding arrangements with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.

Based on LBB01_Model_Safeguarding_Policy

- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure there is a governor who is the lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description. Bell Lane School has appointed one deputy DSL and three officers to provide support to the DSL and ensure that they are trained to the same standard as the DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- That pupils are able to be themselves at school, e.g. if they are LGBT, SEND etc.
- Guarantee that volunteers are appropriately supervised.
- That at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of Looked After Children (LAC) and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC. See section 37 on LAC .
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils 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 risk of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

The **headteacher** has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Refer any allegation regarding a member of staff or an adult in the school to the LADO (Local Authority Designated Officer) if the allegation meets the LADO referral criteria.
- Provide staff upon induction with:
 - The Child Protection and Safeguarding Policy,
 - Staff Code of Conduct,
 - part one of the most recent 'Keeping children safe in education' (KCSIE) guidance,
 - The School Behaviour Policy,
 - An explanation of the internal safeguarding procedures and the next available LBB Level one training (at an LBB venue, at Bell Lane or at a different Barnet School).
 - and the identity of the DSL and other safeguarding officers.

The Designated Safeguarding Lead has a duty to:

- Refer all cases of suspected abuse to children's social care services, MASH (the Multi Agency Safeguarding Hub) the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to MASH for consideration of a referral to the Channel Panel.
- Liaise with the headteacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help (formerly known as common assessment framework or CAF) under constant review and refer them to the Children Social Care Services (CSCS) if the situation does not appear to be improving.
- Have a working knowledge of how LAs 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 and Safeguarding Policy and procedures – this will be discussed during the **staff induction process**.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.

- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school and then destroyed once confirmation of receipt has been received from the subsequent setting.
- Be available at all times during school hours to discuss any safeguarding concerns. **All members of the safeguarding team are accessible by phone. All members of staff have the relevant numbers on the back of the staff ID badge.**
- See Appendix Three for Job Description.

At Bell Lane, there is a designated teacher for LAC who has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. See Appendix Two for job description.

Bell Lane has named Deputy DSL who will deputise when DSL is absence and three further members of the safeguarding team who can stand in if the DSL and the Deputy DSL are both out. Other safeguarding team members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Where appropriate, act as the lead professional in undertaking an early help assessment.
- Be aware of, and understand, the process for making referrals to MASH, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to MASH and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined later in this policy.

4. Inter-agency working and Early Help

- The school contributes to inter-agency working as part of its statutory duty.
- The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.
- Considering staff members are aware that whilst the GDPR and the Data Protection Act 2018 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

5. Early help (Formerly Common Assessment Framework)

Early help means providing support as soon as a problem emerges, at any point in a child's life.

Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the local early help process and understand their role in it.

A member of the safeguarding team may take the lead where early help is appropriate. Referrals will be discussed within Barnet's 0 – 19 Early Help Hubs and a Lead appointed.

6. Abuse and neglect

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's [Anti-Bullying Policy](#) which is found within the school Behaviour Policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

7. Types of abuse and neglect (including Domestic Violence)

Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

Physical Abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Domestic Abuse: Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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. Experiencing domestic abuse 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.

Emotional abuse: A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child

they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

8. Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

9. A child missing from education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with statutory Children Missing Education Policy detailed in our Attendance Policy.

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

Admissions register

Based on LBB01_Model_Safeguarding_Policy

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

Two emergency contact details will be held for each pupil where possible.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

The full name of the parent with whom the pupil will live

The new address

The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

The name of the new school

The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.

Have ceased to attend the school, and no longer live within a reasonable distance of the premises.

Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.

Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period
Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil

- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school.

The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

The school will also highlight any other necessary contextual information including safeguarding concerns.

10 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

11. Child Criminal Exploitation

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Children who have been exploited will need additional support to help keep them in education.

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- regularly miss school or education or do not take part in education.

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11.1 County lines criminal activity

For the purpose of this policy, “**County lines criminal activity**” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

Based on LBB01_Model_Safeguarding_Policy

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis after consulting with the MASH team.

Indicators that a pupil may be involved in county lines activity include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state.
- Parental reports of concern.

12. Online safety and Cybercrime

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's Data and E-Security Breach Prevention and Management Policy.

The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Acceptable Use Policy.

The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

12.1 Cybercrime

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

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make

Based on LBB01_Model_Safeguarding_Policy

a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,

- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

13. Child sexual exploitation (CSE)

For the purpose of this policy, "**child sexual exploitation**" is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

*In exchange for something the victim needs or wants
For the financial advantage or increased status of the perpetrator or facilitator*

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

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

Identifying cases

School staff members 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 lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends

Based on LBB01_Model_Safeguarding_Policy

Undergoing mood swings or drastic changes in emotional wellbeing
Displaying inappropriate sexualised behaviour
Suffering from sexually transmitted infections or becoming pregnant
Displaying changes in emotional wellbeing
Misusing drugs or alcohol

Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Adult behaviours of concern:

The NSPCC has a fact sheet about what schools can do to protect children and young people from sexual exploitation - it is aimed more at secondary age pupils but may be of use:

<https://www.nspcc.org.uk/globalassets/documents/information-service/factsheet-schools-protect-children-young-people-sexual-exploitation-cse.pdf>

Boundary violation

Inappropriate sexualised behaviour/conversation

Being alone with children for long periods without good reason

Showing unusual interest in one specific child

Maverick, not following procedures

Grooming behaviour

14. Modern Slavery:

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. [Modern Slavery - How to identify and Support Victims](#)

Based on LBB01_Model_Safeguarding_Policy

15. Private fostering

“The legislation governing private fostering is the ‘Children (Private Arrangements for Fostering) Regulations 2005’ and came into force following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt.

Given the ‘hidden’ nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children’s Services department.

What is private fostering?

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

Why are children in private foster care?

Most frequently, young people are in private foster care for the following reasons:

children from other countries sent to live in the UK with extended family

host families for language schools

parental ill-health

where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)

teenagers estranged from their families

The Ofsted report into Private Fostering also refers to these reasons:

children brought from outside the UK with a view to adoption

children at independent boarding schools who do not return home for holidays and are placed with host families

trafficked children

The Duty to refer to the Local Authority

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carer's household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. (see 'Replacement Children Act 1989 Guidance on Private Fostering 2005 paragraph 2.6') (Excerpt taken from: <https://www.safeguardingschools.co.uk/private-fostering/>)

- At Bell Lane Primary School, where a child is identified as living with a close relative (**Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.*), the child's parent(s) and close relative will be asked to provide proof of genealogy (e.g. original full birth certificate).
- Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

16. FGM

For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

FGM is considered a form of abuse in the UK and is illegal.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

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

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

The socio-economic 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 PSHE

Indicators that may show FGM could take place soon include the following:

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, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

Difficulty walking, sitting or standing
Spending longer than normal in the bathroom or toilet
Spending long periods of time away from a classroom during the day with bladder or menstrual problems
Prolonged or repeated absences from school followed by withdrawal or depression
Reluctance to undergo normal medical examinations
Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve MASH as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

17. Forced marriage

For the purpose of this policy, a “**forced marriage**” is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to MASH, the police or the Forced Marriage Unit.

18. Preventing radicalisation

The Counter-Terrorism and Security Act, which came into force on 1 July 2015, requires certain authorities, including schools, to "have due regard to the need to prevent people being drawn into terrorism". This is known as the 'Prevent Duty'.

Government guidance on the Prevent duty explains that schools:

“are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

Having Due Regard means:

ensuring policies are up to date

ensuring all staff know what to do if they spot the signs of radicalisation

ensuring designated staff know how to make referrals and who to make them to

Based on LBB01_Model_Safeguarding_Policy

What is Radicalisation? The process by which a person comes to support terrorism.

What is Terrorism? Violence / damage to property / threat to life / disrupt electronic systems to advance a political, religious, racial or ideological cause.

What is Extremism? Opposition (physical/verbal) to fundamental 'British values' and the call for death of members of our armed forces.

Government response

The Prevent Strategy

Channel program (Explained in Keeping Children Safe in Education September 2018). Channel is part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

<https://www.gov.uk/government/publications/channel-guidance>

What can schools do?

- Risk assessments
- Update policies
- Listen
- Challenge
- Promote British Values; democracy, rule of Law, individual liberty, mutual respect and tolerance
- Celebrate our rich and diverse cultural heritage and future
- Refer to MASH - Channel

Preventing radicalisation

- Part of our wider safeguarding duties
- No single identifying factor
- Be alert to changes in behaviour
- Four themes:

Risk assessment – identifying local risks,

Working in partnership,

Staff training and IT policies (see recent government online training:

<https://www.elearning.prevent.homeoffice.gov.uk/>)

Based on LBB01_Model_Safeguarding_Policy

Policy and guidance

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

The school will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme via MASH. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

The DSL will facilitate Prevent awareness training for staff.

Risk indicators of vulnerable pupils

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
 - Experiences of dealing with the police
 - Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Based on LBB01_Model_Safeguarding_Policy

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

The Prevent Education Officer is Perryn Jasper – 020 8359 7371

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme or MASH.

The DSL will also support any staff making referrals to the Channel programme or MASH.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

Extremist speakers

Guest Speakers Policy The school will not allow anyone who has any opposition to fundamental 'British values' speak to children at the Bell Lane or allow any use of the school premises to promote extremist views.

Building children's resilience

The school will:

Provide a safe environment for debating controversial issues.

- Promote fundamental British values (school or community values), alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.

Based on LBB01_Model_Safeguarding_Policy

- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- LADO – the LA's Prevent Education Officer LADO@barnet.gov.uk
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#)

19. Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

20. Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Primary schools - Pupils will also be provided with the booklet '[Going to Court](#)' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

21. Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSL(s).

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

22. Allegations of abuse against other pupils (peer-on-peer abuse)

Sexual harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes:

Sexual comments.

Sexual "jokes" and taunting.

Physical behaviour, such as deliberately brushing against another pupil.

Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

Sexual violence refers to the three following offences:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Harmful sexual behaviours

The term "**harmful sexual behaviour**" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

Using sexually explicit words and phrases.

Inappropriate touching.

Sexual violence or threats.

Full penetrative sex with other children or adults.

Sexual interest in adults or children of very different ages to their own.

Forceful or aggressive sexual behaviour.

Compulsive habits.

Sexual behaviour affecting progress and achievement.

Using sexually explicit words and phrases.

Inappropriate touching.

Based on LBB01_Model_Safeguarding_Policy

Sexual violence or threats.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

A preventative approach

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

Healthy relationships

Respectful behaviour

Gender roles, stereotyping and equality

Body confidence and self-esteem

Prejudiced behaviour

That sexual violence and sexual harassment is always wrong

Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

Awareness

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore further indicators.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to MASH.

Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to MASH. The DSL will be aware of the local process for referrals to both MASH and the police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

The school has a relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and reported to the DSL immediately.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCIS sexting advice](#).
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to MASH.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to a member of the safeguarding team.

Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

Taking action following a disclosure

The DSL or a deputy will decide the school's initial response, taking into consideration:

The victim's wishes.

The nature of the incident.

The ages and developmental stages of the children involved.

Any power imbalance between the children.

Whether the incident is a one-off or part of a pattern.

Any ongoing risks.

Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.

The best interests of the child.

That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to a member of the safeguarding team (see Appendix Five for template of concerns form which is available in every classroom, teaching space and office) or refer directly to the Barnet Multi Agency Support Hub (MASH)

(<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/forms/MASH-referral-form.html>).

To this end, staff and volunteers should follow the procedures below:

Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or

If anyone observes injuries that appear to be non-accidental, or

where a child or young person makes a direct allegation or implies that they have been abused,

makes an allegation against a member of staff

they must record, sign and date what they have seen, heard or know accurately at the time the event occurs, and share their concerns **ONLY** with a member of the safeguarding team. Ideally, concerns should be recorded on a **CONCERN FORM** (see Appendix Five). Copies of the form will be in every classroom and saved in the staff shared area on the school network. All concerns should be made in writing and should include: the child's name and surname, the child's date of birth, the day/date/time of the disclosure or incident, the full name of the member of staff, a full account of the concern using direct quotes from the child, the signature of the person submitting the concern and the signature should be dated. The record must be handed to the member of the safeguarding team (and not discussed with other member of staff) who will retain it with the child protection records. Staff are trained not to ask leading questions using Tell Explain Describe (TED) questions instead.

Allegations about a member of staff should be made directly to the head teacher.

Allegations about the head teacher should be made directly to the Chair of Governors.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

Summary:

Concern about:	Who to refer to	Alternative referral pathway
a child	a member of the safeguarding team.	Barnet MASH
a member of staff, volunteer or adult in school	Designated Safeguarding Lead/Headteacher	Deputy Designated Safeguarding Lead/ Barnet MASH

Based on LBB01_Model_Safeguarding_Policy

the head teacher	the Chair of Governors 07759036844 or email at drimerdathome@aol.com	Barnet MASH
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Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to MASH or the police, the school will speak to the relevant agency, and will seek and take advice on informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to MASH
- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to MASH

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to MASH. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with MASH.

The school will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to MASH. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with MASH and any appropriate specialist agencies.

The DSL and governing body or designated governor will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing delays in the criminal justice system

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

The school will ensure that the victim and perpetrator remain protected from bullying and harassment.

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

The terminology the school uses to describe the victim

The age and developmental stage of the victim

The needs and wishes of the victim

Whether the victim wishes to continue in their normal routine

The victim will not be made to feel ashamed about making a report

What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

When considering the support required for an alleged perpetrator, the school will take into account:

The terminology they use to describe the alleged perpetrator or perpetrator.

The balance of safeguarding the victim and providing the alleged perpetrator with education and support.

The reasons why the alleged perpetrator may have abused the victim – and the support necessary.

Their age and developmental stage.

What a proportionate response looks like.

Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time.

The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

23. Serious Violence

Staff should be aware of the factors linked to serious violence and how these factors can be used to identify pupils who may need support. [Se page 57 of Serious Violence Strategy](#)

24. Online Safety and personal electronic devices

Staff members will not use mobile phones or cameras for personal reasons when pupils are present in line with the AUP.

Staff may use mobile phones in the staffroom during breaks and non-contact time.

Mobile phones will be safely stored and in silent mode whilst pupils are present.

Staff will use their professional judgement in emergency situations.

Staff may take mobile phones on trips, but they must only be used in emergencies and should only be used for professional use.

Personal mobile devices will not be used to take images or videos of pupils in any circumstances. This also applies to staff if they have not given their permission.

The sending of inappropriate messages or images from mobile devices is strictly prohibited.

Staff who do not adhere to this policy will face disciplinary action.

The school will adhere to the terms of the E-Safety Policy at all times.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.

The DSL will, in known cases of a pupil who is an LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

The school will adhere to the Acceptable Use Policy and GDPR compliant consent forms at all times.

Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the **Allegations of abuse against Staff Policy**.

25. Sexting and the sharing of indecent images

The school will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the headteacher or member of the SLT.
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery in accordance with the Records Management Policy.

Where the incident is categorised as ‘aggravated’, the situation will be managed in line with the school’s Peer-on-Peer Abuse Policy. Where the incident is categorised as ‘experimental’, the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to MASH. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

26. Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

27. Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to MASH.

28 . Look After Children and Previously Looked After Children, Pupils at risk of greater risk of harm and Pupils with SEND

- Looked After Children and Previously Looked After Children

Barnet Council recognises the need for good corporate parenting in order to realise its educational principles and improve the life chances of its Looked After Children.

In line with Barnet's Children Service, Bell Lane Primary school supports the Council's commitment towards securing a first class education service and promotes inclusion and equality for our Looked After Children (LAC) and Previously Looked After Children (PLAC) .

We recognise that LAC and PLAC :

Nationally experience educational underachievement and that they;

Deserve the same life chances as any other child – to be healthy, stay safe, enjoy and achieve economic well-being

Need good corporate parenting in order to realise their potential and improve their life chances

- We are committed to ensuring improved educational life chances for Looked After Children, including using our 'Positive Schools Initiative. This policy sets our views regarding our work, involvement with other agencies and monitoring and review arrangements.

- We will ensure that:

Our Designated Teacher and Governor with special responsibility for Looked After Children work together to promote the educational achievement and welfare of LAC in our school, including managing LAC funding. The Headteacher will provide information to staff about the roles and responsibility of these two positions.

Staff are aware of the learning, social and emotional impact on children of being looked after, the DfES statutory Guidance and the duty on Local Authorities to promote the education of Looked After Children.

At all times we will maintain a holistic view, involve the child and take account of their view in issues that affect their education, good behaviour and a positive self image.

We monitor the progress of our students who are Looked After in order that key problems, challenges and successes are evident and used to inform school planning, development and interventions.

We work jointly with Barnet's agencies to support and enable Looked After Children to access a broad and balanced curriculum to suit their individual needs and out of school hours learning whenever relevant as we recognise the positive impact this has on their self-esteem and learning.

We foster good partnerships and encourage joint working with parents/carers, social workers, health workers and other professionals in order to secure a successful schooling experience.

We participate in discussion, decision making and PEP planning and review of LAC progress, ensuring that a regular attendance is maintained and that the recommendations of the Children Act 2004 and the current guidance stipulated by the DfES are followed.

We share and transfer information and data speedily to relevant agencies and individuals.

We develop our knowledge and attend training related to the needs of the Looked After Child and work closely with Barnet's Corporate Parenting Team who are responsible for monitoring the educational and health outcomes of LAC.

Key Persons and Agencies

The name of our Designated Teacher responsible for Looked After Children is Beth Hanham. See Appendix Four for Designated Teacher job description.

The name of our School Governor with special responsibility for Looked After Children is Kirsty Sheena.

- **Pupils with SEND**

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability

Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs

Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

29. Sports clubs, extracurricular activities and use of school premises for school and non-school activities

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

Guest speakers - Assessing suitability of Visitors

According to the Prevent duty, schools have a due regard to prevent people from being drawn into terrorism; this includes violent and non-violent extremism, which can create an atmosphere conducive to terrorism, and can popularise views which terrorists exploit.

The school is a safe space where children can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideologies.

Before inviting an external agency or guest speaker, the school conducts background research into the relevant parties, ensuring that:

Any messages communicated to pupils support British values.

Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism.

The group or person is not attempting to narrow the views of pupils through extreme or narrow views of faith, religion, culture or ideology.

The subject matters being raised are appropriate for the specific age group.

All members of staff actively attempt to strengthen pupils' abilities to engage in informed debate. The school believes that the best way to combat extremism and intolerance is to empower pupils to challenge these views in an active and constructive manner.

The **headteacher** makes the final decision as to the suitability of any guest speaker or external group.

The **headteacher** has the right to request a transcript from the speaker prior to any speech being made.

Other than safeguarding issues, there are a number of other factors that are considered when evaluating the suitability of a guest speaker or external group. The school considers whether or not:

- The visit will add value to the pupils' learning experiences.
- The speaker or group has the expertise in the subject they are delivering.
- The planned activities meet the health and safety guidelines.
- The individual or group has the required DBS checks.

During the visit

Guest speakers are made aware that their speech may be recorded or filmed.

No recordings or videos are made public unless written permission is granted by the speaker.

A senior member of staff is present during the speech or group activity, to oversee that the relevant guidelines are followed.

Intervention is considered if the member of staff feels it is necessary.

Any reasons for intervention are recorded for future reference.

Balanced presentation

Improving the spiritual, moral, social and cultural (SMSC) development at the school offers a balanced presentation of opposing views. This is applicable when a guest speaker is expressing overtly political or partisan views.

Bell Lane Primary School ensures a balanced approach through:

- Discussions in class.
- Presentations by staff.
- Extra-curricular activities.
- Assigning homework to pupils.
- Other methods deemed appropriate by the **headteacher**.

The final decision as to whether the subsequent learning activities carried out after the visits have been balanced will be made by the **headteacher**.

'Partisan views' are defined as a one-sided political viewpoint.

'Political views' are defined as ideas expressed:

- To further the interests of a particular political party.

To procure changes to the laws of this or another country.
To procure the reversal of government policy or particular decisions of governmental authorities in this or another country.

31. Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

31 . Work experience

Where the school has pupils who conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

32. HomeStay Exchange Visits

School-arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.

In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

33. Concerns about a pupil

If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 37 of this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL or another member of the safeguarding team with the matter. Staff will be asked to complete an entry on CPOMs (safeguarding log).

If a referral is made to MASH about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely.

If a pupil is in immediate danger, a referral will be made to MASH and/or the police immediately.

If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

34. Managing referrals

The reporting and referral process outlined in Appendix Two will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

When making a referral to MASH or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact either the assigned social worker or MASH for more information. The DSL will also utilise the LA 'escalation and resolution' policy where necessary.**

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.

Where CSCS decide that a statutory investigation is not appropriate, the school will give consideration to referring the incident again if it is believed that the pupil is at risk of harm.

Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will give consideration to the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.

Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

35. Concerns about staff members and safeguarding practices

If a staff member has concerns about another member of staff, it will be raised with the headteacher.

If the concern is with regards to the headteacher, it will be referred to the Chair of Governors.

Any concerns regarding the safeguarding practices at the school will be raised with the Safeguarding Team, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If a staff member feels unable to raise an issue with the Safeguarding Team, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of abuse Against Staff Policy and referred to the LADO 020 8359 4528 .

36. Dealing with allegations of abuse against staff

All allegations will be dealt with in line with the school's procedures outlined in this policy and referred to the LADO.

Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

[New for 2018] If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to MASH.

26.4 Allegations against Staff

Threshold for Referral

An allegation meeting the criteria below should be referred to the Designated Officer (DO), formerly known as the Local Authority Designated Officer (LADO) for initial evaluation within **24 hours**:

A member of staff has

behaved in a way that has **harmed** or may have harmed a child
possibly committed a **criminal offence** against/related to a child
behaved towards a child/ren in way that indicates they **may pose a risk of harm to children**

The Role of the Designated Officer (DO)

(See key external professionals on Page 2 of the policy)

manages individual cases
provides advice and guidance
liaises with police and other agencies
monitors progress of cases for timeliness , thoroughness and fairness

Scope

Allegations against staff may be:

regarding the four main categories of abuse as defined earlier
physical restraint not permitted by law or guidance

Allegations may be made in respect of:

Actions taken at work
Activities in the person's personal life
Historic information that comes to light indicating they may be unsuitable to work with children

Pathways for Response

Some allegations are so serious they require immediate referral to police or children's social care
Even less serious allegations require consideration by someone **independent**

Based on LBB01_Model_Safeguarding_Policy

The DO will consider the allegation under the following strands:

An allegation of a crime – to be investigated by the police

A child protection concern – to be investigated by children’s services

A disciplinary issue – to be investigated by the employer of the staff member under disciplinary/regulatory procedures

A complaint – to be handled under the complaints process

Initial Evaluation

The DO will:

Establish if the allegation is within the scope of the guidance

Determine if it has some foundation or if it is demonstrably false

Discuss how/when parent/carer or child can be informed

Advise on when the employer can tell the accused person

If criminal threshold is met:

Refer to the police if the allegation indicates a possible criminal offence

If child protection threshold is met:

Discuss if a child is at risk of significant harm and if so convene a strategy discussion/meeting

If below thresholds:

If the matter is neither of the above the DO will discuss other action with the employer NFA, standard setting, disciplinary action, record keeping

Suspension

The power to suspend lies with the employer but advice will be given by the DO and by the employer’s HR advisor

Strategy Discussion/Meeting

The strategy meeting will resolve:

- Who will investigate the allegation and whether any action is required to protect children
- Who will support the person subject to the allegation as well as the child (support should be offered throughout the investigation to the child/subject of allegation)
- Timescales
- The subject of the allegation must be informed of the concerns as early as possible unless to do so would place the child at risk of significant harm or undermine the criminal investigation. A decision about this will be made during the strategy discussion.
- The strategy discussion will also consider risks to other children: the subject of the allegations own children or the children the person has contact with in other roles/other past potential victims.

What happens next?

The child and person subject to the allegations will be spoken to by the police and or Criminal Services Investigating Officer

Medical information may be sought regarding injuries, etc

Other evidence will be collected and evaluated

Further strategy meeting will be called to progress the investigation

The interlinking aspects of the various investigatory strands will be discussed and resolved e.g. police, children's social care and disciplinary investigation

The Outcome of Enquiries

At the end of the enquiry a final strategy meeting should be held to determine whether one of the four thresholds have been met:

Evidence of a crime – possible prosecution by CPS

Child protection concerns – action to be taken to protect children at risk

Standard of care/disciplinary concerns – action by the employer

A valid complaint – to be resolved via complaints process

Those involved will be informed in writing regarding the outcome:

The concerns may be classed as:

Unfounded/malicious

Unsubstantiated (inconclusive)

Substantiated but with no continuing risk of significant harm

Substantiated and a continuing risk of significant harm

Validated Allegations

A referral to the Disclosure and Barring Service DBS must be made.

If an allegation is validated there may be a referral to professional bodies or Independent Safeguarding Board for consideration of barring from work with children.

NB both the employer and local authority have a statutory duty to refer.

If the person subject to an allegation is to return to work then this will be facilitated with support.

The setting will review their arrangements to see if changes can be made to avoid further allegations.

The child may be referred to Children's Social Care for an assessment of their needs (e.g. if referral found to be malicious).

Record Keeping

Based on LBB01_Model_Safeguarding_Policy

It is a recommendation of the London CP Procedures to keep records. This will be in the form of a case summary with details of the allegation and the outcome.

The records should be kept on the employee's file for ten years or until retirement whichever is the shorter.

The case summary may be required if further concerns arise or if information appears on a future DBS.

The staff member will also be given a copy of the case summary.

Information in the summary may be disclosed in a reference request – in future only if 'founded' for teachers and malicious allegations should be removed from files.

Tips for Avoiding Allegations

Avoid unnecessary physical contact

Think through lone working; this includes school trips e.g. if you work with a high needs sen child, stay at least in a pair with a colleague.

Be careful in taking photographs

Risk assess complex situation

Be aware of rules and expectations ([see Staff Handbook](#)).

Report any concerns including low level ones and seek support. ([see The Code of Conduct in the Staff Handbook](#)).

Ensure you have the right training

Be aware of the guidance on physical intervention and restraint

Read "Guidance for Safer Working Practice for Adults who work with children and Young People" (DCSF Nov 2007)

37. Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. [See Peer on Peer Abuse Policy](#)

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

Based on LBB01_Model_Safeguarding_Policy

Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.

Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.

External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

38.Safer recruitment/Staff Suitability

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:

Are responsible on a daily basis for the care or supervision of children.

Regularly work in the school at times when children are on the premises.

Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

Pre-employment checks

The governing board will assess the suitability of prospective employees by:

Verifying the candidate's identity, preferably from the most 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.

Based on LBB01_Model_Safeguarding_Policy

Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [TRA Teacher Services' System](#).

Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.

Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.

If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Checking professional experience, QTS and qualifications as appropriate using Teacher Services.

An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

Internal candidates

If an individual moves from a position within the school that did not involve the provision of education to one that does, it will be treated as if the individual were a new member of staff and all required pre-appointment checks will be carried out.

References from internal candidates will always be scrutinised before appointment.

ITT candidates (initial teacher training)

Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

Governors

Bell Lane Academy Trust requires enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees. Before an individual becomes a trustee, the school will carry out an enhanced DBS check and confirm their identity. Where a trustee also engages in regulated activity, a barred list check will also be requested. An additional check is required for those in management positions, to ensure that they are not prohibited under section 128 provisions. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check. If the individual lives or has lived outside of the UK, consideration will be given as to further checks that may be necessary.

Those who have lived or worked outside of the UK

For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.

If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.

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

References

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

References will only be accepted from a senior person and not from a colleague.

Wherever possible references will be obtained prior to the interview so that any issues of concern raised by the reference can be explored further with the referee and taken up with the candidate during interview.

Open testimonials will not be considered.

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

Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

Volunteers

No volunteer will be left unsupervised with a pupil 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.

Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

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

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

Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

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

Contractors

The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Data retention

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt. 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. The personnel file will be held for the duration of the employee's employment plus six years.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or 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.

- Staff suitability

This section is only for schools providing education to pupils under the age of eight. All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. Bell Lane school takes the view that as an inclusive school, staff are given a variety of opportunities to work across phases, take part in cross phase activities, so staff might find themselves in a situation where they have to provide care to a child whose age is covered by the Act. Therefore, senior leadership is recommending that all staff covered by the legislation complete a declaration form and staff not covered by the legislation should self-assess their role and have the option to complete the declaration.

A person may be disqualified if they:

Have certain orders or other restrictions placed upon them.

Have committed certain offences.

All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

39. Single central record (SCR)

The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

All members of the governing body are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A section 128 check (where applicable)
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

40. Training

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education (after the necessary checks have been done this matter would be referred to EWO)
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Training will cover, at a minimum:

- How to identify safeguarding concerns and specific safeguarding issues
- Their duty in the prevention of terrorism
- What to do if a child discloses a concern
- The procedure to follow when reporting concerns
- Information sharing restrictions and protocols
- The early help processes
- The referral process and their role in assessments

Based on LBB01_Model_Safeguarding_Policy

- Who to contact for support
- Whistleblowing procedures within safeguarding
- The school's Behaviour Policy, Child Protection and Safeguarding Policy and Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The name and role of the DSL and any deputies
- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

The DSL and deputy DSL will also undergo Prevent awareness training every two years which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

The DSL, the IT Technician and the ICT coordinator will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online.

Online training will also be conducted for all staff members as part of the overall safeguarding approach.

School Systems in Place to Keep Children Safe:

Staff training

- A Designated Safeguarding Team
- A Designated Safeguarding Officer
- Graduated response: behaviour support plans, consultations with external professionals, referrals to outside agencies for help, Early Help Framework, MASH referrals)
- Internal listening systems (PHSE curriculum, Learning Mentor role, True, Necessary, Kind strategy-TNK)
- Assemblies, talks from external agencies (Barnardos, Community Police Officer)
- ChildLine information displayed
- Individual Learning Mentor support
- Zones of Regulation intervention to help children identify and verbalize their feelings
- Social Skills Groups – provided for those that need support.
- A range of visitors support child protection activities – School Nurse, School Police and Community Police
- Open Door Policy – The Headteacher and Chair of Governors can be contacted through the school office.

Training and Frequency:

Training	Who?	How Often?
Level One Safeguarding	All staff	Every three years
Level Two Safeguarding	Members of the safeguarding team. The safeguarding Governor. The ICT technician. The ICT Coordinator.	Every two years
Level Three Safeguarding	Members of the safeguarding team. The safeguarding Governor.	Every two years
CAF Training - Introduction	Three members of the safeguarding team.	Every three years
CAF - Lead Professionals' Training	Three members of the safeguarding team.	Every three years
Safer Recruitment Training	The DSL/Headteacher The Deputy DSL/Inclusion Manager The ASC Provision Manager The Safeguarding Governor The Office Manager	No recommended frequency. Jane Morris (LBB Safeguarding Officer) advises that a member of SLT goes every five years

41. Monitoring and review

- This policy is reviewed annually by the DSL, the headteacher (and governors)
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

44. [Broadfields Critical Incident, Lockdown \(including Covid19\) and Bomb Threat Policy May ...](#)

45. [Self-Harm & Suicide Policy September 2022](#)

Appendix One

Staff Disqualification Declaration (schools do not have to use a form)

Name of school:	
Name of staff member:	Position:

Orders and other restrictions	Yes/No
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
Any offence against or involving a child?	
Any violent or sexual offence against an adult?	
Any offence under The Sexual Offences Act 2003?	
Any other relevant offence?	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	
Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	

You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.

Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

I understand my responsibilities to safeguard children.

I understand that I must notify my headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.

Signed:

Print name:

Date:

Appendix Two

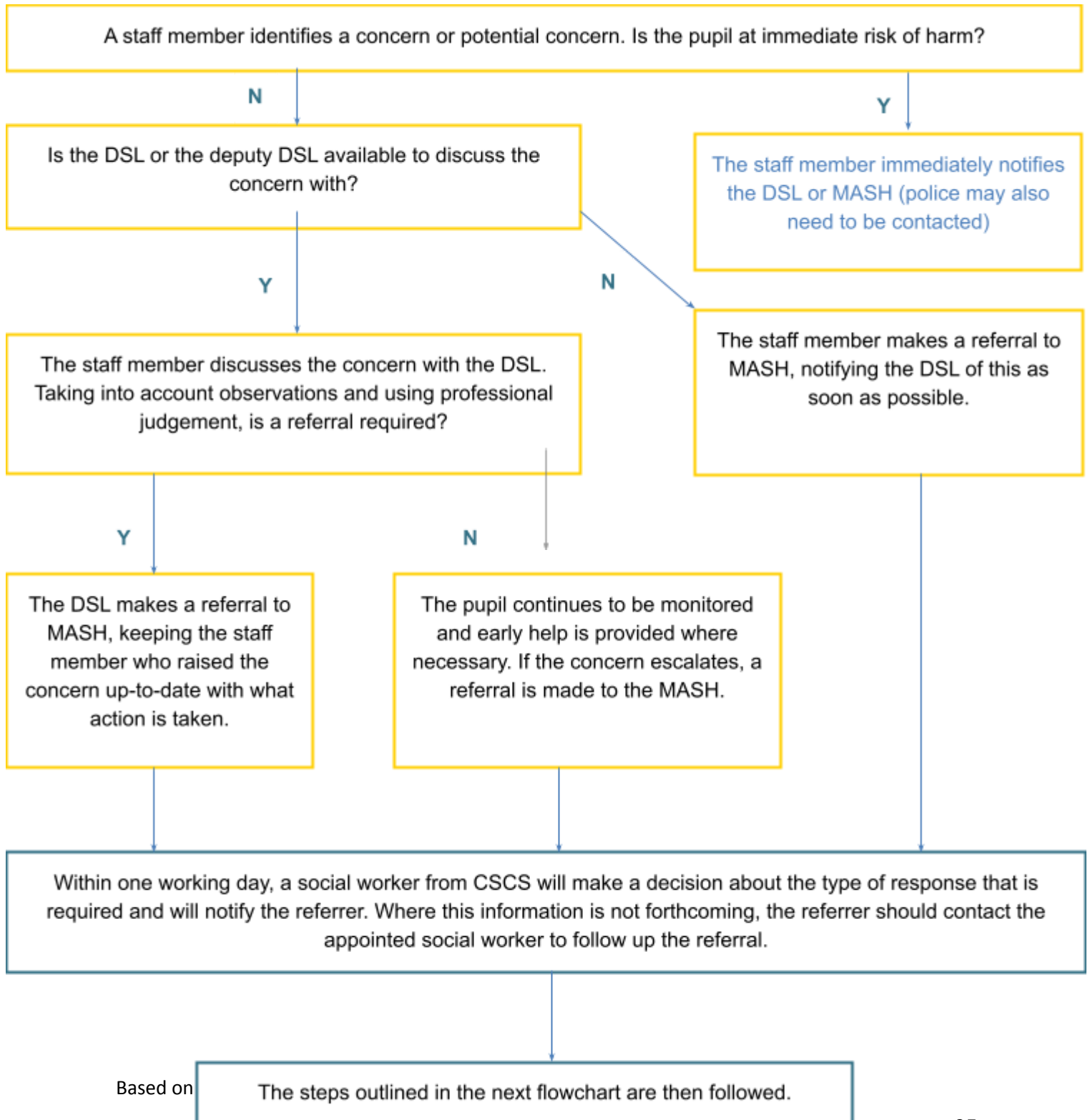
Safeguarding Reporting Process

Based on LBB01_Model_Safeguarding_Policy

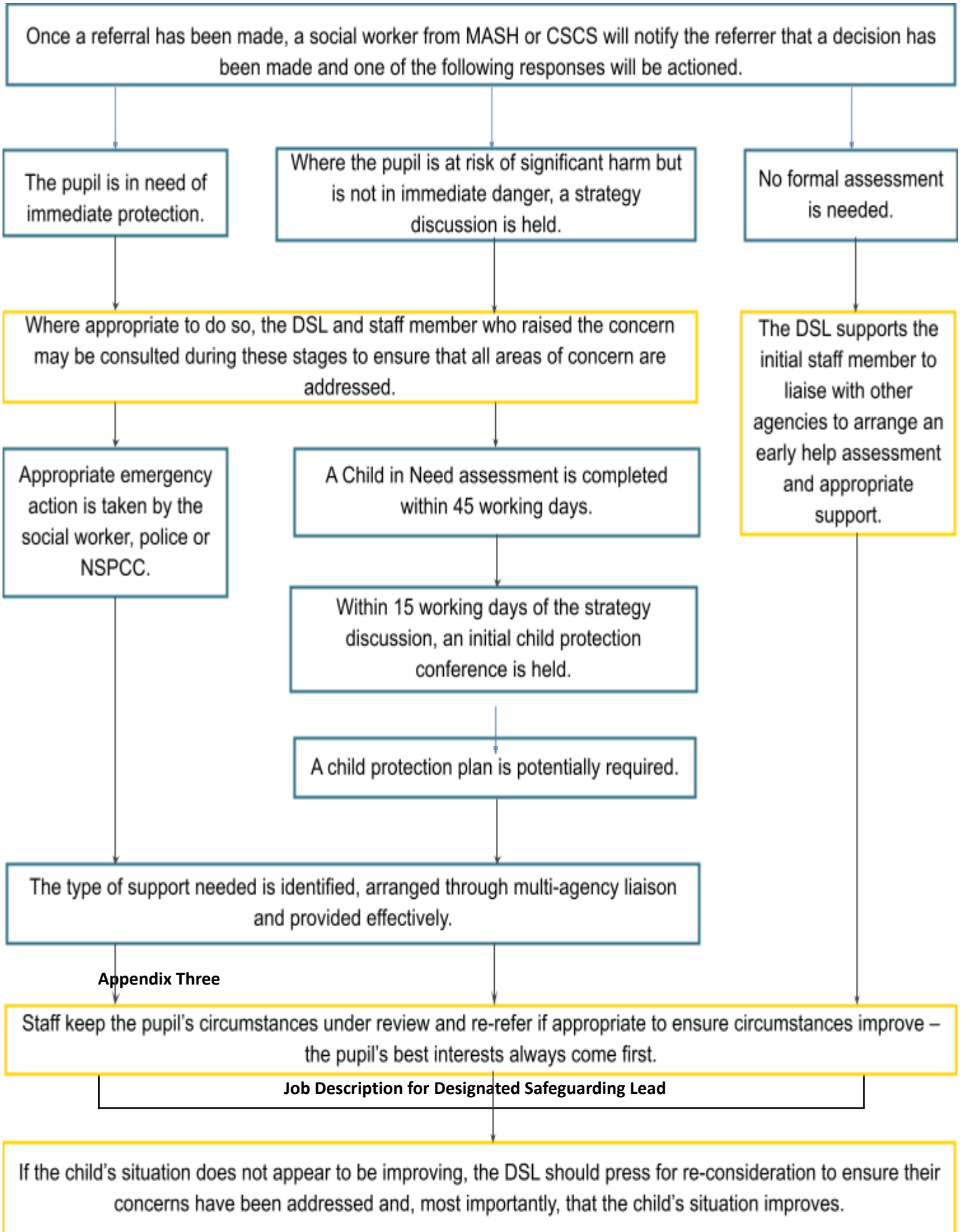
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made



Once a referral has been made, a social worker from MASH or CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.

Appendix Three

Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

Job Description for Designated Safeguarding Lead

If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Bell Lane is a large primary school in Edgware.

We are an independent academy directly funded by the government, managed by a charity whose trustees and members are local people and parents.

As a result, we are totally committed to deliver schooling that is tailored to our wonderful diverse community in Edgware.

Employment Details

Job Title:	Designated Safeguarding Lead
Responsible to:	Chair of Governors (if post holder is the head teacher) The head teacher (if post holder is someone other than the head teacher).

Main Duties and Responsibilities

Take lead responsibility for safeguarding and child protection at the school

Contribute to creating a safe and welcoming learning environment.

Ensure that child protection policies and procedures are understood by all staff members and are implemented correctly.

Provide comprehensive induction training to new staff and newly qualified teachers with the aim to strengthen their safeguarding skills and experience.

Identify pupils who may be at risk and use the correct protocol to reduce these risks.

Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil by contact the Barnet MASH Team for support and advice.

Refer cases of suspected child protection issues to the appropriate investigating agency.

Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary to make a referral.

Understand the assessment process for providing early help and intervention.

Keep detailed, accurate and secure written records of concerns and referrals.

Be alert to, and understand, the specific needs of vulnerable pupils.

Encourage a culture of listening to pupils and taking into account their wishes and feelings.

Organise adequate and appropriate cover arrangements for any out-of-hours/out-of-term activities.

Collaborate and effectively implement child protection plans.

Monitor pupils at risk of harm or those that have been subject to harm, providing support and ensuring their welfare.

Lead a team who will review and monitoring any cause of concern relating to the welfare of pupils.

Act as the first point of contact for staff members to raise safeguarding and child protection concerns.

Receive regular safeguarding and child protection updates, ensuring the school complies with all relevant legislation.

Based on LBB01_Model_Safeguarding_Policy

Multi-Agency Work

Have a working knowledge of how LAs conduct a child protection case conference and be able to attend these, as well as effectively contribute to these when required.

Refer cases of suspected abuse to the LA and children's social care.

Where radicalisation is a concern, refer cases to the Channel programme.

Support staff members who make referrals to external agencies.

Notify the Disclosure and Barring Service (DBS) of staff who have been dismissed or have left due to posing risk or harm to a child.

Liaise with the police as and when required.

Liaise with the LA and follow up any referrals made, ensuring the school aids the LA's work where necessary.

Where necessary, securely transfer child protection files to other educational establishments, ensuring that confirmation of receipt is obtained.

Contribute to inter-agency plans to provide additional support to pupils subject to child protection plans.

Attend and contribute effectively to Child In Need meetings and child protection conferences, including those taking place out of normal working hours.

Ensure that the actions resulting from meetings are carried out in a coordinated way.

Work closely with the **governing body** in order to create effective safeguarding policies and protocols.

Training

Undertake appropriate training and updates on an annual basis.

Attend comprehensive safeguarding and child protection training at least every two years.

Ensure staff members have access to and understand the school's Child Protection and Safeguarding Policy and procedures.

Provide advice and support to staff members regarding child protection issues such as radicalisation.

Keep staff members up-to-date with guidance regarding safeguarding, including the Prevent Duty.

Ensure staff members are aware of the training opportunities that are available to them.

Conduct safeguarding training as part of all staff members' induction programme.

Raising Awareness

Act as a source of support, advice and expertise within the school.

Ensure the school's safeguarding and child protection policies are available publicly.

Review the school's Child Protection and Safeguarding Policy on an **annual** basis and present it to the **governing body** for approval.

Continuously keep the other members of the safeguarding team informed of any safeguarding issues or ongoing enquiries.

Ensure the **governing body** is kept up-to-date on a regular basis regarding all child protection issues and investigations.

Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

Represent the school at designated leads meetings and circulate the information to staff members.

Ensure staff members receive frequent updates and are able to identify any safeguarding concerns.

Encourage staff members to challenge behaviour which breaches the Code of Conduct.

Collaborate with the personal, social, health and economic education (PSHE) coordinator in order to ensure that relevant safeguarding issues are covered within PSHE lessons.

Person Specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> · Have a 2:1 or above degree in a relevant subject. · Have evidence of undergoing sufficient safeguarding and child protection training. <p>Be willing to undertake further training.</p>	Current first aid certificate.
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> · Working effectively with vulnerable pupils. · Developing policies and protocols. · Managing child protection cases and investigations. · Liaising with a range of agencies and professionals to support pupils. · Working effectively with parents to safeguard pupils. · Promoting pupils' learning and welfare. <p>Multi-agency liaison for 3 years.</p>	Leading or effectively contributing to child protection cases.
Knowledge and skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> · Demonstrate knowledge of the 'levels of intervention' framework. · Explain the principles involved in giving advice and guidance to pupils, including the stance on confidentiality. · Demonstrate how to write action plans for pupils, maintain accurate records and create complex 	Have contacts within relevant external agencies.

	<p>safeguarding reports.</p> <ul style="list-style-type: none"> · Show how they would motivate pupils by establishing empathetic and supportive working relationships. · Work as part of a team as well as work on their initiative. · Demonstrate knowledge of the responsibilities of agencies towards vulnerable pupils. · Explain the additional support which can be of assistance to vulnerable pupils and families. <p>Clearly and concisely articulate concepts.</p>	
<p>Personal qualities</p>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> · An enhanced DBS certificate and barred list check. · A good attendance and punctuality record. · Excellent verbal and written communication skills. · Excellent time management and organisation. · High expectations of self and professional standards. · A commitment to CPD. · The ability to work as both part of a team and independently. · The ability to maintain successful working relationships with other colleagues. · A willingness to work outside of the timetabled day where necessary. · High levels of drive, energy and integrity. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> · Confident in a leadership role. · Able to promote good behaviour consistently. · Able to plan and take control of situations. · Committed to contributing to the wider school and its community. · Capable of handling a demanding workload 	

	<p>and successfully prioritising work.</p> <ul style="list-style-type: none"> · Committed to protecting the welfare of young people. · Professionally assertive and clear thinking. <p>Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.</p>	
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* Adapted from : <https://www.theschoolbus.net/article/designated-safeguarding-lead/2346>

Appendix Four

Job Description for Designated Teacher for Looked After Children

Bell Lane is a large primary school in Edgware.

We are an independent academy directly funded by the government, managed by a charity whose trustees and members are local people and parents.

As a result, we are totally committed to deliver schooling that is tailored to our wonderful diverse community in Edgware.

Employment Details

Job Title:	Designated Teacher for Looked After Children
Responsible to:	Chair of Governors (if post holder is the head teacher) The head teacher (if post holder is someone other than the head teacher).

Main Duties and Responsibilities

Take lead responsibility for LAC at the school, ensuring that their personal, emotional and academic needs are prioritised by providing strategic leadership across the school.

Contribute to creating a safe and welcoming learning environment for LAC, particularly those who may be vulnerable.

Provide support to all LAC and act as their first point of contact.

Judge whether the teaching and learning strategies being used are working effectively.

Identify pupils who may be at risk and use the correct protocol to reduce these risks.

Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil.

Refer cases of suspected child protection issues to the designated safeguarding lead (DSL) or appropriate investigating agency.

Act as the first point of contact for staff members to raise concerns regarding LAC.

Based on LBB01_Model_Safeguarding_Policy

Ensure arrangements are in place within the school to facilitate effective cooperation with other professionals, including external agencies, regarding the welfare and support for LAC.
Keep detailed, accurate and secure written records of arrangements, and any concerns, for LAC.
Be alert to, and understand, the specific needs of vulnerable pupils.
Encourage a culture of listening to pupils and taking into account their wishes and feelings.
Review and closely monitor any LAC who raise concerns relating to their welfare.
Monitor pupils at risk of harm or those that have been subjected to harm, providing support and ensuring their welfare.
Be involved in any discussions relating to the potential exclusion of a looked after pupil, ensuring that the LA which looks after the pupil and the pupil's parents/carers are involved in such a decision.
Ensure staff members act in accordance with the safeguards in place for sharing sensitive information about individual LAC.

Personal Education Plans

Create appropriate personal education plans (PEP) for LAC and ensure staff members effectively implement these plans.
Assess the educational needs of LAC and arrange the appropriate teaching and learning provisions.
Discuss with the pupil the best way for them to make progress and involve any relevant teachers in the discussion in order to arrange effective provision across the whole curriculum.
Review PEPs before the statutory review of the care plan.
Ensure the PEP is up-to-date and contains any new information since the last review, including whether agreed provision is being delivered.
Reflect the progress of LAC in their PEP, setting appropriate targets and providing the pupil with the support needed to achieve these targets.
Arrange the necessary resources and support required for all LAC, in line with their PEPs.
Ensure that the school makes full use of assessment for learning approaches.
Promote effective home-school links through contact with the pupil's parents/carers about how they can support the pupil's progress.

Multi-Agency Work

Ensure that there is an agreed process in place for how the school works in partnership with other professionals in order to aid the support provided to LAC.
Create positive and effective channels of communication and partnership working between the school and relevant partners to help LAC get the most out of their school experience.
Work closely with other schools and service providers, including health and children's social care
Support staff members who make referrals to external agencies.
Work with other institutes to ensure that the pupil's transition to the next stage in their education is as smooth as possible, confirming that any other appropriate institutes have all the necessary documents.
Continuously liaise with the Virtual School to seek specialist services and resources to support the school's LAC.
Liaise with the police as and when required.
Liaise with the LA and follow up any referrals made, ensuring the school aids the LA's work where necessary.
Where necessary, securely transfer pupil's personal files, as well as those containing child protection issues, to other educational establishments, ensuring that confirmation of receipt is obtained.
Contribute to inter-agency plans to provide additional support to LAC.
Attend and contribute effectively to LAC and Child In Need meetings/conferences, including those taking place out of normal working hours.
Based on LBB01_Model_Safeguarding_Policy

Ensure that the actions resulting from meetings are carried out in a coordinated way.
 Work closely with the school's DSL in order to ensure the welfare of LAC who are raising concerns.

Working with Other Members of Staff

Provide advice and support to staff members regarding LAC.
 Keep staff members up-to-date with guidance regarding supporting LAC.
 Create a shared understanding of the emotional, psychological and social issues that LAC may suffer, ensuring relevant staff members understand how to support LAC appropriately.
 Ensure staff members are aware of the training opportunities that are available to them.
 Act as a source of support, advice and expertise within the school.
 Continuously keep the headteacher informed of any specific issues or ongoing enquiries regarding LAC at the school.
 Ensure the **governing body** is kept up-to-date regarding all issues and investigations.
 Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.
 Represent the school at meetings of designated leads and circulate the outcomes to staff members.
 Ensure staff members receive frequent updates regarding particularly vulnerable LAC.
 Encourage staff members to challenge behaviour which breaches the Code of Conduct.
 Provide written reports to the **governing body** and headteacher in a timely manner.
 Ensure that LAC understand where further support and advice can be sourced.
 Contribute to the development and review of whole school policies.

Person Specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> Have a 2:1 or above degree in a relevant subject. Have evidence of undergoing sufficient training. Be willing to undertake further training. Have at least one year's experience of delivering either one-to-one or sessional tuition. 	Current first aid certificate.
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> · Working effectively with vulnerable pupils. · Developing policies and protocols. · Managing child protection cases and investigations. · Liaising with a range of agencies and professionals to support pupils. · Working effectively with parents to safeguard pupils. 	

	<p>Promoting pupils' learning and welfare.</p> <p>Multi-agency liaison for 3 years.</p>	
Knowledge and skills	<p>The successful candidate will be able to:</p> <p>Explain the principles involved in giving advice and guidance to pupils, including the stance on confidentiality.</p> <p>Demonstrate how to create PEPs for pupils, maintain accurate records and create complex reports on LAC's progress.</p> <p>Explain the wider statutory responsibilities of the role and how these will be achieved.</p> <p>Show how they would motivate pupils by establishing empathetic and supportive working relationships.</p> <p>Explain how they would create a culture in which LAC believe they can succeed and aspire to further education.</p> <p>Demonstrate knowledge of the responsibilities of agencies towards LAC.</p> <p>Explain the additional support which can be of assistance to LAC and families.</p> <p>Clearly and concisely articulate concepts.</p>	<p>Have contacts within relevant external agencies.</p>
Personal qualities	<p>The successful candidate will have:</p> <p>An enhanced DBS certificate and barred list check.</p> <p>good attendance and punctuality record.</p> <p>Excellent verbal and written communication skills.</p> <p>Excellent time management and organisation.</p> <p>High expectations of self and professional standards.</p> <p>A commitment to CPD.</p> <p>The ability to work as both part of a team and independently.</p> <p>The ability to maintain successful working relationships with other colleagues.</p> <p>High levels of drive, energy and integrity.</p> <p>The successful candidate will be:</p>	<p>Aspirations for a leadership role.</p>

	<p>Able to promote good behaviour consistently.</p> <p>Able to plan and take control of situations.</p> <p>Committed to contributing to the wider school and its community.</p> <p>Capable of handling a demanding workload and successfully prioritising work.</p> <p>Committed to protecting the welfare of young people.</p> <p>Professionally assertive and clear thinking.</p> <p>Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.</p>	
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Contacts and Advice

Expert organisations

[Barnardo's](#)

[Lucy Faithfull Foundation](#)

[NSPCC](#)

[Rape Crisis](#)

[University of Bedfordshire: Contextual Safeguarding](#)

[UK Safer Internet Centre](#)

Support for victims

[Anti-Bullying Alliance](#)

[MoJ Victim Support](#)

[Rape Crisis](#)

[The Survivor's Trust](#)

[Victim Support](#)

Toolkits

[Brook](#)

[NSPCC](#)

[Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

Based on LBB01_Model_Safeguarding_Policy

[Gillick Competency Fraser Guidelines](#)
[Government Information Sharing Advice](#)
[Information Commissioner's Office: Education](#)
[NSPCC: Things to Know and Consider](#)

Further information on sexting

[UK Council for Child Internet Safety: Sexting Advice](#)
[London Grid for Learning – Collection of Advice](#)

Support for parents

[Parentzone](#)
[Parentsafe – London Grid for Learning](#)
[CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
[CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

Dealing with allegations of abuse against staff

Threshold for Referral

An allegation meeting the criteria below should be referred to the Designated Officer (DO), formerly known as the Local Authority Designated Officer (LADO) for initial evaluation within **24 hours**: If a member of staff has -

behaved in a way that has **harmed** or may have harmed a child
possibly committed a **criminal offence** against/related to a child
behaved towards a child/ren in way that indicates they **may pose a risk of harm to children**

Please state whether you believe the threshold for referral has been met.

+

+

+

signed: _____

date: _____

Appendix 6

Risk Assessment Template for Volunteers working in Schools who are NOT in Regulated Activity
(Print Version)

This risk assessment template may be used by schools and colleges when deciding whether to obtain an enhanced DBS certificate for regular Volunteers who are NOT engaged in regulated activity, in line with Keeping Children Safe in Education [para 160] 2018. This would NOT be appropriate for Volunteers who simply assist with day-time school trips.

Name of Volunteer		Start Date	
Person conducting the risk assessment			

Is the Volunteer going to be working in Regulated Activity¹? [tick one box]

A Yes (If “Yes” you **must** obtain an Enhanced DBS certificate with Barred List check and you do **not** need to fill out this risk assessment further)

B No (If “No” you may choose to obtain an Enhanced DBS certificate **without** a Barred List check, based on this risk assessment and your professional judgement)

Factors to Consider	Description	Guide to Risk Score 1=Low risk 2=Moderate Risk 3=High risk	Risk score
Will they have direct contact with children?		1=No Contact 2=Some Contact 3=Regular Contact	
Frequency of working directly with children?		1=Never/rarely 2=Occasionally 3=Frequently	
Age range of the children?		n/a	
Any contact with children particularly vulnerable?		1=No Contact 2=Some Contact 3=Regular Contact	
Assisting with any personal care?	(If “yes” the Volunteer is Regulated Activity , tick box A above)	1=No Personal Care 2=Some Personal Care= Regulated Activity	
What tasks will they be doing?		1=low risk/simple tasks 2=moderate risk/more complex tasks	

¹ Refer to Annex F in Keeping Children Safe in Education 2018 for the Statutory Definition of Regulated Activity Based on LBB01_Model_Safeguarding_Policy

		3=high risk/complex tasks	
Frequency of working in the school?		1= Occasionally 2=2-3 times a term 3=weekly+	
Will they be working with children outside of school hours? when?	<i>(Work between 2am and 6am is Regulated Activity, tick box A above)</i>	1=None 2=Occasionally 3=Frequently 2-6am=Regulated Activity	
Will they be working with children off school premises? Where? When?		1=Never/rarely 2=Occasionally 3=Frequently	
Is the school a residential setting?		1=No 3= Yes	
What is the association of the Volunteer with the school?		1=strong links eg ex staff 2=some eg parent/ex pupil 3=none or weak link	
How well does the school know the history of the Volunteer?		1=Well Known 2=Some knowledge 3=Little or none	
What do you believe is their reason for volunteering?		1=positive/sound reasons 2=acceptable /neither good nor bad 3=not known/personal gratification	
Can the volunteer provide a relevant reference from someone they have worked or volunteered for?		1=Yes 3= No	
Can the volunteer provide a reference from someone who knows their work with children?		1=Yes 3= No	
Does the volunteer have a history of paid or voluntary work with children?		1=Currently working 2=Worked within 5 years 3=Over 5 years ago 4=Never worked with children	
Does the Volunteer have a recent DBS certificate from another role?		1=Yes within 12 months	

		2=Yes over 12 months 3=No	
Is the Volunteer currently signed up to the DBS update service?		1=Yes for a similar role 2=Yes for different role 3=No	
Are there any known or suspected concerns around working children?		1=No concerns 2=Don't Know 3=Some concerns	
Any other factors to be taken into account.			
Total Risk Rating [total up the risk scores for each factor]			
Overall Risk level [tick one box – refer to guide below]	High <input type="checkbox"/>	Medium <input type="checkbox"/>	Low <input type="checkbox"/>

Guide to assessing risk level

(remember this is only a rough guide and individual schools should determine their own risk levels)

>30

Low Risk. A score of less than 30 points suggests the volunteer is well known to the school, has probably got some experience of previous work with children and can provide a reference and is generally working on school premises and within normal school hours with children who are not deemed particularly vulnerable. They may be a previous employee, governor or volunteer and/or well known to staff or colleagues. They may hold a recent DBS certificate which has been seen or a portable DBS

Action: there is no legal requirement to carry out a further DBS check but if the person doesn't hold a portable DBS they may wish to consider carrying out an enhanced DBS check with NO Barred List check

30-40

Moderate Risk. A score between 30-40 points suggests the volunteer has some connection with the school, perhaps as a parent and may have done some similar voluntary work in the past. No particular issues have come to light and there are no concerns over their suitability. The person has provided suitable references. They may work regularly with children where occasionally some of these children are deemed vulnerable. They do not have recent or portable DBS check.

Action: there is no legal requirement to carry out a further DBS check however the school may wish to consider carrying out an enhanced DBS check with NO Barred List check

41+

High Risk. A score of above 40 points suggests that the volunteer has no previous connection with the school and is not known to staff at the school and cannot provide relevant references as to their suitability to work with children. They do not hold a current DBS or portable DBS check or they may be expected to work directly with children who may be particularly vulnerable or off school premises and out of hours.

Action: there is no legal requirement to carry out an enhanced DBS check, however it is recommended that the school consider carrying out an enhanced DBS check with NO Barred List check.

Agreed Action: [tick box]

Enhanced DBS Check **NOT** required? Enhanced DBS Check **IS** needed?

Comment on reason:

Signed Off:

Name of person Signing off risk assessment:

Role:

Signature:

Date: