

PLASHET SCHOOL



Working together to promote & celebrate achievement

Child Protection & Safeguarding Policy

Revised and applicable from 7th December 2018

Signed:

Chair of Governors

School Designated Safeguarding Lead: Kalash Thakor, Assistant Head Teacher

School Deputy Safeguarding Lead: Frances Gell, Senior Safeguarding Officer

School Designated Safeguarding Governor, Irene Papadopoulos, Chair of Governors

This policy is available on our school website and also on request from the school office.
We inform parents and carers about this policy when their daughter joins our school and communicate updates and reminders to them through Plashet Post.

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PART ONE: Child Protection & Safeguarding Policy

1. Introduction

“Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider at all times, what is in the best interests of the child”.

(Keeping Children Safe in Education – DfE, September 2018)

This Child Protection and Safeguarding Policy is for all school staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read along with the school’s Staff Code of Conduct Policy, Staff Guidance on Safer Working Practices, Safer Recruitment Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy, Educational Visit Policy, Community Resilience Policy, PREVENT Risk Assessment and Online Safety Policy.

Our school is committed to safeguarding children and to create a culture of vigilance in school. This policy should also be read in conjunction with *Keeping Children Safe in Education* (DfE, 2018).

Safeguarding and promoting the welfare of children is defined in *Keeping Children Safe in Education 2018* as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

Child Protection is defined as the activity undertaken to protect specific children who are suffering or at risk of suffering significant harm.

Plasnet School is committed to safeguarding and promoting the welfare of all its students.

We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other’s values and support each other;
- All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

2. Statutory framework

The Education Act 2002 Section 175, (Section 157 for Independent schools) places a statutory responsibility on the governing board to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in the London Borough of Newham are the responsibilities of the Newham Safeguarding Children Board (NSCB) In Newham all professionals must work in accordance with the London Child Protection Procedures.

Our school also works in accordance with the following legislation and guidance:

Keeping Children Safe in Education (DfE September 2018)
Working Together to Safeguard Children (HMG, 2018)
Education Act 2002
Counter-Terrorism and Security Act (HMG, 2015)
The Prevent Duty Departmental advice for schools and childcare providers (DfE 2015)
Prevent Duty Guidance for Further Education Establishments in England and Wales (HMG 2015)
Serious Crime Act 2015 (Home Office, 2015)
Sexual Offences Act (2003)
Education (Pupil Registration) Regulations 2006
General Data Protection Regulations 2018 (GDPR)
What to do if you're worried a child is being abused (HMG, 2015)
Searching, screening and confiscation (DfE, 2018)
Children Act 1989
Children Act 2004
Children and Social Work Act 2017
Modern Slavery Act 2015
The Homelessness Reduction Act 2017
Preventing and Tackling Bullying (DfE, 2017),
Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017)
Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
Advice on Whistleblowing in Maintained Schools (DfE 2014)

3. Aims

This policy will contribute to safeguarding our students and promoting their welfare by:

- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum;
- Encouraging students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation, or victimisation.

This policy will contribute to supporting our students by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

This policy will contribute to the protection of our students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with students, parents and agencies.

4. School Roles & Responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment that enables them to learn and achieve their full potential. However, there are identified key adults in schools and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are shown on the front cover sheet of this policy.

The Governing Board

The Governing Board has a responsibility to ensure that the policies, procedures and professional development and training in our school are effective and comply with the statutory requirements at all times.

It ensures that all required policies relating to child protection and safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governing board also ensures there are a named Designated Safeguarding Lead (DSL) and Deputy Safeguarding Lead (DDSL) in place and that they have their safeguarding role explicitly in the job description and are trained for the role as set out in *Keeping Children Safe in Education 2018*.

The governing board ensures the school contributes fully to inter-agency working, in line with statutory and local guidance. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements.

The governing board monitors to ensure that all staff members and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and up to date knowledge to keep our children safe. The governing board will also ensure that staff has the knowledge, skills and understanding of the additional vulnerabilities of looked after and previously looked after children to keep them safe.

The governing board ensures that children are taught to keep themselves safe, including online, ensuring that appropriate filters and monitoring systems for online usage are in place in school. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a rich and balanced curriculum.

The governing board and school Leadership Team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

All governors have an Enhanced DBS check and this is recorded on the School's Central Register.

The Head Teacher

The Head Teacher works in accordance with the requirements upon all school staff. In addition, the Head Teacher ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff. The Head Teacher will ensure that children are taught about safeguarding, including on-line safety as part of the broad and balanced curriculum.

The Head Teacher will make sure that s/he is satisfied that any children on the school roll placed with an alternative education provider can meet the needs of the child(ren) and obtain written confirmation that the appropriate safeguarding checks have been carried out.

The Designated Safeguarding Lead (and Deputy)

Our Designated Safeguarding Lead is **Kalash Thakor**, Assistant Head teacher, Deputy Safeguarding Lead is **Frances Gell**, Senior Safeguarding and **Patricia St. Louis** is Safeguarding & Educational Welfare Officer.

The Designated Safeguarding Lead (DSL) in school takes the lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures in school and that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times.

They are a source of advice and support to other staff on child protection matters and make sure that timely referrals to Newham Triage Team are made in accordance with current London Child Protection Procedures. The Designated Safeguarding Lead (DSL) works with the local authority and other agencies as required. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

In addition, in most cases homelessness would be considered in the context of children living with their families, however the Designated Safeguarding Lead (DSL) will be alert that some children may be homeless independently and this will require a different level of intervention and support.

The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child who has safeguarding needs: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that, in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted and a written record will be kept of who has had access to them and when.

Parents will be aware of information held on their daughter and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home/school policies and give due regard to which adults have parental responsibility.

We will not disclose to a parent any information held on their daughter if this would put the child at risk of significant harm.

The DSL and Deputy DSL will liaise with Virtual School Head Teacher (VSH) both within LBN and other boroughs. All local authorities must have a Virtual School Head Teacher who manages the Virtual School of looked after children and leads on the promotion of the educational achievements of looked after children. It is a statutory role.

If a student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post, student records will be sent by "Special/Recorded Delivery". For audit purposes, a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a student is permanently excluded and moves to a Student Referral Unit, child protection records will be forwarded on to the relevant organisation.

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances, when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

We recognise the stressful and traumatic nature of child protection work. The Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Safeguarding Officer will all have supervision sessions one per fortnight or more frequently as necessary with our School Counsellor.

All School Staff

Everyone at our school has a responsibility to provide a learning environment in which our young women can feel safe to learn. All staff members are prepared to identify children who may benefit from early help and understand their role and responsibilities within this process. This includes identifying any emerging problems so appropriate support may be provided and in liaison with the Designated Safeguarding Lead (DSL) report any concerns. All staff members are aware of and follow school processes as set out in this policy and are aware of how to make a referral to the Newham Triage Team when there is a need to do so.

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

All staff and visitors will:

- Be familiar with our Child Protection & Safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, visitors, volunteers etc.
- Be alert to signs and indicators of possible abuse (See Appendix 2 for definitions & indicators of abuse);
- Record concerns and give the record to the Designated Safeguarding Leads -Ms Kalash Thakor (Assistant Head Teacher), Frances Gell (Senior Safeguarding Officer) or Mrs Rachel McGowan (Head Teacher);
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 3 - you must inform the Designated Safeguarding Lead immediately and provide a written account as soon as possible;

All staff will receive basic level one training at least once every year. Key staff will undertake level two and level three training annually.

All staff will read and understand *Part One of Keeping Children Safe in Education 2018* and as a school we will provide training to ensure all staff have been through all key messages from this document.

5. Types of abuse/Specific safeguarding issues

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

Keeping Children Safe in Education (DfE, 2018)

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. Within those four main types of abuse there are specific types of abuse that our school is alert to.

Child-on-child abuse

Our school may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

Child-on-child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our school takes all victims seriously and they will be offered the appropriate support.

Our school will ensure that sexual violence and sexual harassment is not acceptable in any circumstances. We do not accept that it is 'just part of growing up' or a joke. Our school will manage such incidences in the same way by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern we will follow the same procedures.

Children with special educational needs and disabilities

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our school recognises that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
- Be more prone to peer group isolation than other children;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs;
- Communication barriers that make telling an adult difficult and
- The requirement of personal or intimate care.

Our school will consider these additional vulnerabilities and challenges in considering the safeguarding of our children.

Children Missing from Education (CME)

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not successfully made, a referral may be made to another appropriate agency Newham Attendance Management Service (NAMS), Social Care or Police.

Our school will inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more in line with the requirements for Children Missing Education.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

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

The Department of Education (DfE, 2017)

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead (DSL) will lead on any concerns and work with other agencies as appropriate.

Criminal Exploitation including County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the victim may have been trafficked for the purpose of transporting drugs, weapons or money. Our school will consider a referral using the Newham pathways or a direct referral using the National Referral mechanism for human trafficking.

Female Genital Mutilation (FGM)

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

From October 2015, the Serious Crime Act 2015 (Home Office, 2015) placed a duty on teachers to notify the police of any known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to FGM in line with the London Child Protection Procedures.

Forced marriage

A forced marriage is one that is entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Honour-Based Violence

Honour based violence is the term used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

The Metropolitan Police definition of so-called honour based violence is: 'a crime or incident, which has or may been committed to protect or defend the honour of the family and/or community'.

Prevention of radicalisation

Children can be vulnerable to extremist ideology and extremism. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. The Counter-Terrorism and Security Act (HMG, 2015) Section 26 places a duty on schools in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the PREVENT duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
- be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas and;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

All staff members understand how to identify those who may benefit from this support and are aware of relevant agencies to contact in circumstances where an individual demonstrates indicators of concern, as well as how to make a referral using the Newham referral pathways.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Plashet School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Plashet School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism and indicators of vulnerability to radicalisation are in Appendix 5.

Plashet School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school governors, the Head Teacher, SPOC and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual return that is monitored by the local authority and the local safeguarding children board.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Plashet School is **Sarah Heath**, Deputy Head Teacher. The responsibilities of the SPOC are described in Appendix 6.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Self-Harm and Suicide Risk

Mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop and protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that young people that may be suffering from mental ill-health and are at risk of self-harm or suicide may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the well-being of our pupils. It is equally important that parents share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Where there are concerns that a child or young person may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or found to be self-harming the Designated Safeguarding Lead (DSL) or relevant key person will take the time to establish any underlying concerns.

The child will be supported to access services using the appropriate Newham referral pathways.

6. Procedures

All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead. Plashet School has a separate Designated PREVENT Single Point of Contact (SPOC) and any concerns about a child or young person at risk of radicalisation or extremism will be raised with the PREVENT SPOC and DSL.

All action is taken in accordance with the following guidance;

- Newham Safeguarding Children Board guidelines – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school will refer concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL). Where there is risk of immediate harm, concerns will be referred by telephone using the Newham Referral Pathways or the Police. Less urgent concerns or requests for support will be referred via the Newham Referral Pathways for consideration of Early Help support as appropriate. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Newham Triage team or the Police in making decisions about when it is appropriate to share information with parents or carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the Designated Safeguarding Lead (DSL) who will escalate the concern as appropriate.

If, for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer using the Newham Referral Pathway where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (DSL) and deputy and how to share concerns with them.

7. Training

The Designated Safeguarding Lead (DSL) and deputy undertake child protection training appropriate to the role at every two years as a minimum. The Head Teacher, all staff members and governors receive appropriate child protection training that is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the Designated Safeguarding Lead (DSL) and deputy also undertake training in inter-agency working and other matters as appropriate.

8. Professional Confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or students) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead (DSL) or deputy and may require further referral and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Designated Safeguarding Lead (DSL) or deputy with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

9. Records and Information Sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst practitioners must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) it is not a barrier to sharing information. Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent or if to gain consent would place a child at risk.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen, if appropriate, using a body map to record, with the date, time and location. All online records in Safeguard will be time stamped, dated and signed, with the name printed and will include the action taken. This is then shared with the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL) and Head Teacher, who will decide on the appropriate action and record it accordingly.

Any records related to child protection are kept in an individual child protection file for that child, separate to the pupil file. All child protection records are stored securely and confidentially and will be retained for 25 years after the student's date of birth, or until they transfer to another school or educational setting.

Where a pupil transfers from our school to another school or educational setting including colleges, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a student joins our school, we will request all child protection records from the previous educational establishment if none are received.

10. Interagency Working

Schools often hold crucial information and as such our school is an essential partner in strategy discussions, child protection conferences and core groups. Our school will be pro-active and prioritise inter-agency working to contribute to safeguarding children. It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at and a report is submitted to any child protection conference or core group meeting for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) and/or carer(s). Whoever represents the school will be fully briefed on any issues or concerns the school has and will be prepared to contribute to the discussions at the meeting(s).

If a child is subject to a child protection or a child in need plan, the Designated Safeguarding Lead (DSL) will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. The Designated Safeguarding Lead (DSL) will ensure the school prioritises attendance at core group meetings and provide appropriate information to contribute to the plan at these meetings. Any concerns about the child protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead (DSL) will inform the child's key worker immediately and then record that they have done so and the actions agreed.

When we become aware that a child or young person who is being, or is going to be, privately fostered our school has a duty under Section 10 of the Children Act 2004 to inform the Local Authority to ensure the appropriate safeguards are in place. The Designated Safeguarding Lead (DSL) will make appropriate referrals using the Newham Referral pathways.

11. Allegations about members of the workforce

The aim of our school is to provide a safe and supportive environment that secures the well-being and best learning outcomes for children. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Guidance for Safer Working Practice and Code of Conduct. We do, however recognise that sometimes allegations of abuse are made and when they occur they are distressing and difficult for all. We also understand that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children. Our school takes all possible steps to safeguard our children and ensure that the adults in our school are safe to work with children.

We will always ensure that the procedures outlined in KCSEI 2018 and Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) by telephone 0203 373803 or email nick.pratt@newham.gov.uk

If an allegation is made or information is received about any member of staff or volunteer who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

The member of staff receiving the information should inform the Head Teacher immediately. This includes concerns relating to agency and supply staff. In addition, staff should also alert the Headteacher if an individual has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not need to relate directly to a child.

Should an allegation be made against the Head Teacher, this will be reported to the Chair of Governors. In the event the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair of Governors. The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff will undertake further investigations before seeking advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns within the school should contact the LADO directly. Please refer to section 12 of this policy.

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person from regulated activity. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

12. Whistleblowing

Whistleblowing is defined as '*making a disclosure in the public interest*' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct and Whistleblowing policy.

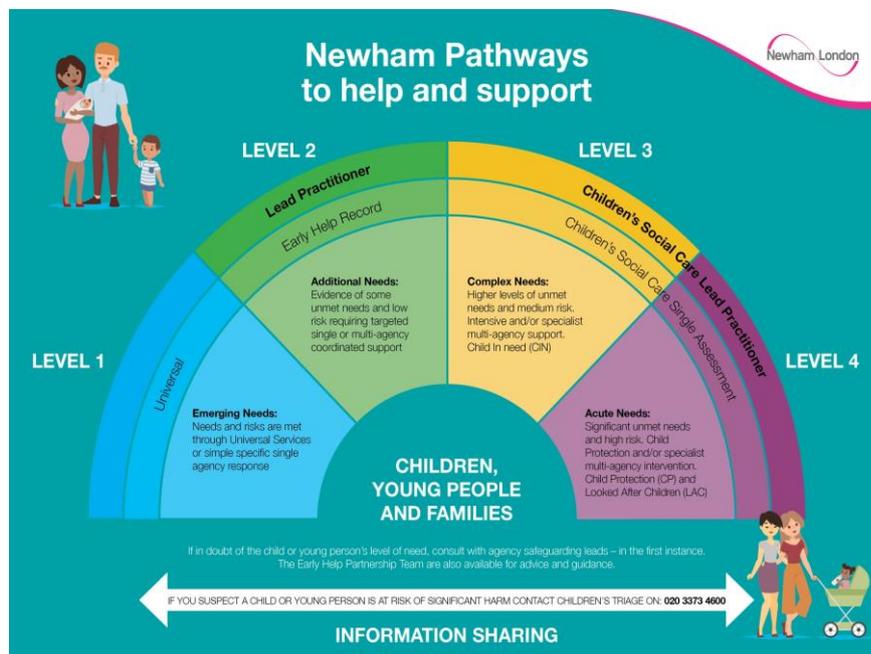
We want everyone to feel able to report any child protection or safeguarding concerns. More information is available called Advice for Whistleblowing in Maintained Schools (DfE 2014) and our Whistleblowing Policy. However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on: 0800 028 0285 or email: help@nspcc.org.uk

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

APPENDIX 1

Newham Early Help Offer

http://www.newhamlscb.org.uk/wp-content/uploads/2018/02/04892-Pathways_A4-HIRES.pdf



Early help is the principle of providing at an early point, support to children, young people and families to maximise their life chances and prevent more complex problems emerging further down the line. This requires a strong focus on building resilience, supporting children, young people and families to develop the skills and capabilities that enable them to navigate the challenges of modern life. Early help is critical to the effective delivery of children's services in Newham, both in terms of improving outcomes for children and families and also to reduce the demand for statutory interventions, particularly from social care and youth offending services. The diagram below provides a snapshot of the range of services providing help and protection to children, young people and families in Newham. We have strong universal services for all children and young people in Newham. Our schools, health visitors, Children's Centres and school nurses achieve good outcomes for our children, young people and families. These universal services represent the first tier of early help, providing children and young people with a strong foundation for a positive journey into adulthood.

The Early Help Framework & Early Help Record provides a clear process for identifying families that need additional help, understanding the issues they face and planning interventions to address those issues. The Early Help Framework is used by schools, health visitors, children's centres, GPs, youth service and other partners in the community. Over 160 practitioners in schools, children's centres and other universal services have been trained to use the Early Help Record, a structured mechanism for planning and reviewing work with vulnerable children to ensure they achieve positive outcomes. An Early Help Framework Toolkit has been created to help practitioners to use the Early Help Record.

Early Help services can be accessed either directly via the child's school or children's centre or via Children's Triage service, the single point of contact for requests for support or protection for 3 vulnerable children and young people in Newham. The Triage on-line portal is accessed via www.newham.gov.uk/triage

APPENDIX 2

Definitions & Indicators of Abuse

We at Plaset School will use the London Safeguarding Children Board Risk Identification Matrix.

1. Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

2. Physical Abuse

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;

- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. Sexual Abuse

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. Sexual Exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;

- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. Emotional Abuse

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

NB: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

6. Responses from Parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Inconsistent explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding, leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

8. Female Genital Mutilation (FGM)

Female Genital Mutilation, sometimes known as female circumcision, is defined as any procedure involving partial or total removal of the external female genitalia, and/or injury to the female genital organs for cultural or other non-therapeutic reason.

The roots of FGM are complex and numerous; indeed, it has not been possible to determine when or where the tradition of FGM originated. The justifications for the practice are numerous, and include:

- Custom and tradition
- Religion
- Preservation of chastity/virginity
- Social acceptance, especially for marriage
- Hygiene and cleanliness
- Increasing sexual pleasure for the male
- Family honour
- A sense of belonging to the group and the fear of social exclusion
- Enhancing fertility

The majority of FGM is carried out in twenty-eight African countries. In some countries, e.g. Egypt, Ethiopia, Somalia and Sudan, prevalence rates can be as high as 98%. In other countries, such as Nigeria, Kenya, Togo and Senegal, the prevalence rates vary between 20 to 50%. Outside Africa, FGM is practised in some parts of the Middle East, Indonesia, Malaysia and Pakistan. As a result of migration of FGM practising communities, FGM is increasingly found in Europe, Australia, Canada and the USA. In the UK, there are significant numbers of girls from FGM practising communities who have either suffered from FGM, or at risk of suffering GM.

There are four different types of FGM, ranging in severity, but all types of FGM are harmful both physically and psychologically for the girl or woman. Short term effects include:

- Extreme pain
- Shock
- Bleeding
- Broken and dislocated bones
- Injury to adjacent tissue
- Infection and sepsis
- Possible death

Long term effects include:

- Infections
- Bleeding due to repeated de-infibulations
- Recurrent urinary tract infections
- Pelvic inflammatory disease
- Problems passing urine/menstrual blood
- Extreme period pain
- Cysts at site of the FGM
- Problems with infertility

The psychological effects of the practice are poorly researched but include the immediate feelings of shock, fear and panic, and disbelief that their loved ones could allow this to happen to them. Afterwards girls may feel betrayal and display symptoms of post-traumatic stress disorder and may experience genital phobia. FGM is recognised by the United Nations as a violation of the human rights of girls and women. It is illegal in the UK and it is child abuse. The Female Genital Mutilation Act 2003 was enacted to strengthen the law in respect of FGM in England, Ireland and Wales. The 2003 FGM Act brought in extra protection for any girl who is a UK national or UK permanent resident, not only in the UK, but also anywhere in the world. The 2003 legislation also increased the penalty for the performance of FGM or 'aiding, abetting or counselling to procure' FGM to 14 years' imprisonment or a fine or both.

Indicators that FGM is to take place:

- Family from an affected community
- Extended holiday
- Sudden withdrawal from school
- Girl is going to have a 'special celebration or ceremony'

Indicators that FGM has occurred:

- The girl may have prolonged absences from school
- Asking to be excused from PE or swimming
- Finding it difficult to sit still
- Spending a long time on toilet breaks
- Visiting the School Nurse more frequently

9. Honour-Based Violence (HBV)

Honour based violence is the term used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

The Metropolitan Police definition of so-called honour based violence is: 'a crime or incident, which has or may been committed to protect or defend the honour of the family and/or community'.

Professionals should respond in a similar way to cases of honour violence as with domestic violence and forced marriage (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc.).

A child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

Honour based violence cuts across all cultures and communities, and cases encountered in the UK have involved families from Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European communities. This is not an exhaustive list.

The perceived immoral behaviour which could precipitate a murder include:

- Inappropriate make-up or dress;
- The existence of a boyfriend;
- Kissing or intimacy in a public place;
- Rejecting a forced marriage;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Inter-faith relationships;
- Leaving a spouse or seeking divorce.

Murders in the name of 'so-called honour' are often the culmination of a series of events over a period of time and are planned. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

Incidents, in addition to those listed in above, which may precede a murder include:

- Physical abuse;
- Emotional abuse, including:
 - House arrest and excessive restrictions;
 - Denial of access to the telephone, internet, passport and friends;
 - Threats to kill.
- Pressure to go abroad. Victims are sometimes persuaded to return to their country of origin under false pretences, when in fact the intention could be to kill them.

Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.

When receiving a disclosure from a child, professionals should recognise the seriousness / immediacy of the risk of harm.

For a child to report to any agency that they have fears of honour based violence in respect of themselves or a family member requires a lot of courage, and trust that the professional / agency they disclose to will respond appropriately. Specifically, under no circumstances should the agency allow the child's family or social network to find out about the disclosure, so as not to put the child at further risk of harm.

Where a child discloses fear of honour based violence, professional's response should include:

- Seeing the child immediately in a secure and private place;
- Seeing the child on their own;
- Explaining to the child the limits of confidentiality;
- Asking direct questions to gather enough information to make a referral to LA children's social care and the police, including recording the child's wishes;

- Encouraging and/or helping the child to complete a personal risk assessment (using the proforma in the London procedure Safeguarding children affected by domestic abuse and violence);
- Developing an emergency safety plan with the child;
- Agreeing a means of discreet future contact with the child;
- Explaining that a referral to LA children's social care and the police will be made
- Record all discussions and decisions (including rationale if no decision is made to refer to LA children's social care).

9. Forced Marriage

Hundreds of people in the UK (particularly girls and young women), some as young as nine, are forced into marriage each year. A 'forced' marriage, as distinct from a consensual 'arranged' one, is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds.

In 2004, the Government's definition of domestic violence was extended to include acts perpetrated by extended family members as well as intimate partners. Consequently, acts such as forced marriage and so-called 'honour crimes' (which can include abduction and homicide) now come under the definition of domestic violence.

A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse.

Significant harm is defined as a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and / or emotional harm (through abuse or neglect), which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family.

The majority of forced marriages reported to date in the UK have involved families from South Asia; other communities in which there have been cases include Europe, East Asia, the Middle East and Africa. Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas or a British national being taken abroad.

The reasons given by parents who force their children to marry include protecting their children, building stronger families, strengthening family links, protecting family honour (e.g. promiscuity or homosexuality), retaining or acquiring wealth, appeasement etc.

Suspicious that a child may be forced into marriage may arise in a number of ways, including:

- A family history of older siblings leaving education early and marrying early;
- Depressive behaviour including self-harming and attempted suicide;
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- A child being in conflict with their parents;
- A child going missing / running away;
- A child always being accompanied including to school and doctors' appointments;
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad; or
- A child directly disclosing that they are worried s/he will be forced to marry.

Information about a forced marriage may come from one of the child's peer group, a relative or member of the child's local community, from another professional or when other family issues are addressed, such as domestic violence between parents.

Situations where a child fears being forced into marriage have similarities with both domestic violence and honour based violence. Forced marriage may involve the child being taken out of the country (trafficked) for the ceremony, is likely to involve non-consensual and/or underage sex, and refusal to go through with a forced marriage has sometimes been linked to so-called 'honour killing'.

Professionals should respond in a similar way to forced marriage as with domestic violence and honour based violence (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc.).

The needs of victims of forced marriage will vary widely. The child may need help avoiding a threatened forced marriage, or help dealing with the consequences of a forced marriage that has already taken place.

Where a suspicion or allegation of forced marriage or intended forced marriage is raised, there may be only one opportunity to speak to a potential victim, so an appropriate initial response is vital. The professional should:

- See the child immediately in a secure and private place;
- See the child on their own;
- Explain to the child the limits of confidentiality;
- Tailor their approach according to whether the child is already married or is at risk of being married;
- Gather as much information as possible (e.g. the details of the plan to force the child to marry, including a traceable address overseas) as a victim may never be seen again;
- Help the child to complete a personal risk assessment;
- Develop an emergency safety plan with the child;
- Explain all the options to the child (starting with the fact that forced marriage is illegal in the UK) and recognise and respect the child's wishes. If the child does not want LA children's social care to intervene, the professional will need to consider whether the child's wishes should be respected or whether the child's safety requires that further action be taken. This requires the professional to make an assessment of the risk of harm facing the child;
- Agree a means of discreet future contact with the child;
- Contact, as soon as possible, the agency's designated safeguarding children professional, who should be involved in the assessment of risk;
- Record all discussions and decisions (including rationale if no decision is made to refer to LA children's social care).

The DSL will contact the Forced Marriage Unit where experienced caseworkers will be able to offer support and guidance, on 020 7008 0151 or through www.fco.gov.uk/forcedmarriage.

10. Peer-On-Peer Abuse

In recent years' practitioners and policymakers have become increasingly concerned about the levels of violence and abuse between young people evidenced in UK research (Home Office 2011a, Home Office 2011b, Beckett et al 2014). The UK's first study into teenage relationship abuse and exploitation found that one in three girls surveyed had experienced sexual violence from a partner before they turned 18 and 25% had been in physically abusive relationships (Barter et al 2009). Young people have reported physical, sexual and emotional abusing, and being abused, by their peers as a means of survival in gang affected neighbourhoods (Beckett et al 2013, Firmin 2011, Pitts 2008). A growing interest in child sexual exploitation has evidenced that a quarter of cases in

many areas are peer-on-peer as opposed to adult on child (Berelowitz et al 2012, Barnardo's 2011), with some areas suggesting that it is their most frequently identified model of exploitation (Beckett et al 2014). Most recently a European study found that more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015).

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

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

Any professional who feels that a young person has abused another child or young person should notify the DSL without delay. They will contact social care and arrange a Strategy Discussion which will include the school, the police and the Youth Offending Service.

In order to give priority to them, issues relating to the safety of victims and potential victims must be discussed first and completely separately from any issues relating to the needs of the alleged perpetrator. This will usually require separate meetings.

The strategy discussion will consider:

- Whether the alleged perpetrator seems to pose a continuing risk to any child;
- How to protect any child who appears to be at immediate risk of significant harm;
- Whether Section 47 Enquiries should be initiated (or continued if they have already begun) and how they should be handled; and
- What action should be taken in respect of the alleged perpetrator, for example arranging a risk management meeting.

It is important to co-ordinate action to address these issues: no agency should initiate action that has implications for another agency without appropriate consultation unless this is unavoidable in order to protect the safety of a child.

The victim

The strategy discussion will consider what action is necessary to ensure the immediate safety of the identified victim(s) and what further enquiries are necessary to assess any further risk. A child protection conference must be arranged unless the child does not appear to be at continuing risk of significant harm.

Where a young person has abused a sibling, planning must include consideration of the support needs of the parents. If victim and perpetrator are members of the same family/household, before making any arrangement to return the perpetrator to the family/household it is critical to ensure that the victim's views have been heard and that s/he feels safe.

A child protection conference may conclude that the victim is not in need of a child protection plan, but may be a child in need of support to address her needs arising from the abuse - for example referral to CAMHS or another victim support agency.

The alleged perpetrator

It is not appropriate to initiate Section 47 Enquiries in respect of the alleged perpetrator unless there is information suggesting that they are at continuing risk of Significant Harm. However young people who abuse others frequently have considerable needs themselves, so an assessment of the alleged perpetrator's needs should be carried out.

Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. If the alleged perpetrator is over the age of 10, consideration should also be given to whether action under the criminal justice system would be appropriate.

If there is evidence that the alleged perpetrator has also been the victim of abuse, the police will consider whether to initiate a separate criminal investigation relating to this.

The alleged perpetrator is likely to pose a continuing risk to others unless the opportunity for further abuse is ended and the young person and their family have agreed to work with relevant agencies to address the problem. It has also been proposed that the risk remains high unless the young person accepts responsibility for the abusive behaviour, but more recent research has suggested that in the case of sexually harmful behaviour, denial may be rooted in shame and a well-founded fear of consequences of admission. Consequently, while denial will have consequences for the treatment approach, it does not necessarily indicate that sexually harmful behaviour is likely to be repeated.

Assessment of an alleged perpetrator's needs will include consideration of:

- The nature, extent and context of the abusive behaviours;
- The young person's development and family and social circumstances;
- Whether the young person appears to pose a continuing risk and, if so - Who is likely to be at risk from his/her (for example self, other children, Adults at Risk, particular children, particular adults), and

The nature and degree of the risk;

- The young person's need for services, both those which relate to his/her harmful behaviour and other significant needs;
- Whether the young person is also at risk of significant harm and should be the subject of a child protection conference; and

- Whether action is to be taken within the criminal justice system.

If the abusive behaviour is sexual in nature, it may be helpful during this assessment to consult the sexually harmful behaviour team.

If there is a criminal case pending, the young person may have been instructed not to co-operate with an assessment and this must be taken into consideration when discussing the offence with them.

If the Assessment concludes that the young person poses a continuing risk to others, children's social care will arrange a risk management meeting. This meeting should be attended by:

- Persons who have responsibility for the welfare of any child who has been identified as currently being at risk from the perpetrator;
- Persons who have responsibility for the welfare of the perpetrator;
- Persons who have access to resources which are likely to be required to safeguard any child; and

It may be appropriate to invite the sexually harmful behaviour team to attend the meeting or to submit written or verbal advice on the issues to be discussed.

It is important to keep the risk management meeting separate from any child protection conference. The purpose of the risk management meeting is to reduce the risk which the perpetrator poses to children both at present and in the longer term. This will include:

- Ensuring the safety of children who are likely to come into contact with the perpetrator in the immediate future;
- Action to address the perpetrator's behaviour and attitudes; and
- Monitoring progress.

The meeting will make recommendations and, where possible, will make commitments about action to be taken and resources to be provided for the safety of the children involved. Any recommendations should be based on the following assumptions

- A victim of abuse must not be left in contact with her/his abuser without adequate protection; and
- Moving the perpetrator away from the victim to another place where there are children may not reduce the overall risk to potential victims, and may actually increase it.

The long-term control of risk may depend on an addressing any unmet needs of the perpetrator. This will be co-ordinated by children's social care.

Other children

The strategy discussion will consider:

- Whether the alleged perpetrator appears to pose a risk to any other children and young people;
- Whether any further assessment of this risk is needed;
- What immediate action, if any, should be taken to minimise this risk; and
- Whether to initiate section 47 enquiries in respect of any of these children and young people.

Issues

Particular difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour;
- Many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
- Some young people who abuse have themselves been abused, but this cannot be assumed in any particular case.

The guiding principles for dealing with these situations are:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately;
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children;
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- There should be a co-ordinated approach by child welfare, youth offending, education and health agencies. No agency should start a course of action that has implications for any other agency without appropriate consultation.

APPENDIX 3

Dealing with a Disclosure of Abuse

When a child tells me about abuse she has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her you are pleased that she is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her that you believe them. Children very rarely lie about abuse; but she may have tried to tell others and not been heard or believed.
- Tell the child that it is not her fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that she has a right to be safe and protected.
- Do not tell the child that what she experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what she has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

Note: It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay by the Headteacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

APPENDIX 4

Allegations about a Member of Staff, Governor or Volunteer

1. Inappropriate behaviour by staff/volunteers/governors could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards students, sexual harassment, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation herself or interview students. The Head Teacher should follow procedures as outlined in point 3 below.

3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team. The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student(s), these should be addressed through the school's own internal procedures.
 - If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded in the child protection file.

4. Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward.

APPENDIX 5

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a 'typical extremist': those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

APPENDIX 6

Preventing Violent Extremism

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for Plashet School is Sarah Heath, Deputy head teacher, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Plashet School in relation to protecting students/students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.