



Child Protection and Safeguarding Policy

Date approved by the Governing Board 05.10.23

Review Date of policy: September 2024

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This policy is available on our school website and also on request from the school. We inform parents and carers about this policy when their children join our school and subsequently each year via parentmail.

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Child Protection and Safeguarding policy for Plashet School

1. Introduction

Our school is committed to develop and sustain a strong safeguarding culture which supports us all to safeguard children and creates a positive and respectful learning environment in which everyone can flourish.

"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 2023)

This **Child Protection and Safeguarding Policy** is for all school and agency 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 following other school policies: Staff Code of Conduct, Safer Recruitment, Behaviour, Anti-Bullying, Attendance, EDI, Health and Safety, Educational Visits, Online Safety, Whistleblowing & Complaints Procedure.

This policy should be read in conjunction with **Keeping Children Safe in Education**, DfE 2023 (KCSiE23) and with reference to the **Education Inspection Framework**, Ofsted 2023. Education inspection framework for September 2023 - GOV.UK (www.gov.uk)

Also see the Newham Joint Position Statement on Everyone's Invited – Safeguarding all our children and young people in Newham, LBN 2021. (Appendix 1).

All staff should read Part One of Keeping Children Safe in Education 2023, together with Annex B of KCSiE 23; DfE statutory guidance 'Working Together to Safeguard Children' and 'What to do if you're worried a child is being abused: Advice for practitioners' (DfE March 2015).

Sensitivity to language : KCSiE uses 'victim' and 'perpetrator/alleged perpetrator' throughout, with a warning that such terms may not be helpful to use in front of or directly in addressing children (see Page 4 of the guidance). We use children's names when speaking to them and referring to them. We say, 'reporting child' instead of 'victim', because a child may not see themselves as a victim. We say, 'reported child' when investigating incidents, rather than use labels like 'bully' or 'perpetrator'. These words and other terms are thoroughly investigated for their meaning and impact as part of the safeguarding curriculum in our school.

A DfE statutory change for 2023 is using 'behaviour' and 'sanctions', rather than 'discipline'. Another change refers to children who are 'absent' rather than 'missing'. These changes apply throughout the Policy.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2022 as:

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

'Children' includes everyone under the age of 18.

2. Statutory framework & Content/Location of Embedded Safeguarding

2.1 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 students of the school.

2.2 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 Partnership** (NSCP).

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

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education) for 2023.

[Education inspection framework for September 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/education-inspection-framework-for-september-2023)

London child protection procedures <http://www.londoncp.co.uk/>

Working Together to Safeguard Children (HMG, 2018)

Education Act 2002 Domestic Abuse Act 2021 Modern Slavery Act 2015

What to do if you're worried a child is being abused (HMG, 2015)

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) Voyeurism (Offences) Act 2019

Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)

<https://contextualsafeguarding.org.uk/>

Education (Pupil Registration) Regulations 2006

General Data Protection Regulations 2018 (GDPR)

Searching, screening and confiscation (DfE, 2018);

Use Of Force DfE current guidance.

Children Act 1989 Children Act 2004

Children and Social Work Act 2017

The Homelessness Reduction Act 2017

Preventing and Tackling Bullying (DfE, 2017),

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

Advice on Whistleblowing in Maintained Schools (DfE 2014)

<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>

[What are the latest rules around COVID-19 in schools, colleges, nurseries and other education settings? -](#)

[The Education Hub \(blog.gov.uk\)](#)

2.4 Please note that guidance Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017) has been incorporated throughout KCSiE 2023.

2.5 Our Governing Board will ensure that students are taught about how to keep themselves and others safe, including online. Relevant topics will be included within our Relationships, Sex and Health Education.

Preventative education is most effective in the context of a whole-school approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexualviolence/harassment.

Our school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

3. School roles and 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. All staff in our school are familiar with the Early Help Offer. See Appendix 2.

3.1 The Governing Board

The Governing Board ensures that a strong Safeguarding culture is embedded within the school, that our commitment to keep our children safe is explicit and understood by all in the school community and that our practice reflects Plashet's vision and values.

The Governing Board ensures that all required policies relating to child protection and safeguarding (including Covid-19 requirements and guidance) are in place and that the child protection policy reflects statutory and local guidance. Safeguarding is a standing item on the agenda of all Governing Board meetings. The policy is reviewed at least annually.

The Governing Board ensures that the policies, procedures, practice and professional development and training in our school are effective and comply with the statutory requirements at all times. The Governing Board will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and the GDPR.

The Governing Board ensures that there is a named Designated Safeguarding Lead and Deputy Safeguarding Lead in place, that they have their safeguarding role explicitly within their job descriptions and are appropriately trained for their role, as set out in Keeping Children Safe in Education 2023. The link governor for safeguarding visits the school regularly for meetings with the DSL and to observe safeguarding in school at first hand. The DSL reports directly to Governors on issues arising from their role which impact on the school.

The Governing Board checks that safeguarding is included in Behaviour, Online Safety and all related policies including the Staff Code of Conduct and is highlighted in all policies as the overarching responsibility of all staff at all times, particularly in procedures involving sanctions or searches, in school and out.

The Governing Board ensures that the school contributes fully to inter-agency working in line with statutory and local guidance and uses the appropriate referral pathways. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements as set out in the Data Protection Act 2018 and in line with GDPR requirements.

The Governing Board ensures that all staff members and volunteers undergo appropriate safeguarding and child protection training that is regularly updated, at least annually, to provide them with the relevant skills and up to date knowledge to keep all our children safe.

The Governing Board also ensures that all staff have the knowledge, skills and understanding of children who have an allocated social worker. It recognises their additional vulnerabilities along with those of looked after and previously looked after children and monitors school action with all these children to keep them safe.

The Governing Board ensures that children are taught to keep themselves safe, including on-line, making sure that appropriate filters and monitoring systems for working online in school are in place. This includes children that are accessing on-line learning at home. Our children will also be taught how to keep themselves safe through teaching and learning opportunities in RSHE and through whole-school practice led by staff as part of the provision 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 conduct background checks through an online search as part of due diligence when shortlisting candidates; undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

3.2 The Designated Safeguarding Lead (and Deputy)

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. This includes a whole-school staff responsibility to support children affected by child-on-child abuse in all its forms, by following our protocol for listening, reassuring and reporting to allow the child to move on. The Designated Safeguarding lead (DSL) will ensure that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times.

The DSL has responsibility for online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see paragraph 141 of the DFE Guidance for further information.

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

The Designated Safeguarding lead (DSL) will also be alert to the additional vulnerabilities of children with a social worker, ensuring that staff know who those children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children. The Designated Safeguarding Lead (DSL) will also support staff to identify the challenges that children in this group may face and any additional support and/or adjustments that can be made to best support them.

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.

3.3 The Headteacher

The Headteacher works in accordance with the requirements of all school staff. In addition, the Headteacher ensures that all safeguarding policies and procedures adopted by the Governing Board are followed by all staff.

The Headteacher will ensure that children are taught about safeguarding themselves and their peers, including e.g. the emotional impact of on-line nude image sharing, sexist abuse, body shaming or the sexual targeting of children with SEND or protected characteristics, as part of the broad and balanced curriculum. This includes covering relevant issues through Relationships, Sex and Health Education (RSHE) and through other curricular opportunities.

The Headteacher ensures that all students, individually or collectively through our year and school councils as well as our Online Safety Prefects are encouraged to promote the responsible use of social media, practical safety around the school and responsibility for their own and others' wellbeing, as an explicit, valued and integral element of a strong school safeguarding culture.

The Headteacher ensures that there is immediate access to an individual member of staff, appropriately trained, to listen, reassure and provide practical support to move on, for children at need in the school.

The Headteacher will make sure that she is satisfied that any children on the school roll placed with an alternative education provider can meet the needs of the child and obtain written confirmation that the appropriate safeguarding checks have been carried out.

3.4 All school staff - Safeguarding Children's Futures

Everyone at our school has a responsibility to provide a learning environment in which our children can feel safe to learn and to ensure that every child has access to learning, even if circumstances preclude their physical presence in the school.

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 use the portal to make a referral to the Newham MASH when there is a need to do so.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All staff should be able to reassure targeted children that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child ever be made to feel ashamed for making a report.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Our Safeguarding culture in school depends upon every member of staff being proactive in recognising opportunities to promote and support the development of these protective factors.

This includes the use of appropriate forms of online communication directly from staff to children. We use the functions through the Google classroom platform for online learning. The use of social media (Instagram, WhatsApp, Twitter, FaceBook etc) for this purpose is inappropriate and would be regarded as a serious breach of professional boundaries.

All staff engage with and support our students, their representatives in the form of year and school councils and our online safety prefects in promoting responsible use of social media, safety around the school and responsibility for their own and others' wellbeing, as an integral element of a strong school safeguarding culture.

4. Types of abuse / specific safeguarding issues

"All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another" [...] All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school or college and /or can occur between children outside of these environments".

Keeping Children Safe in Education (DfE, 2023)

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 a number of specific types of abuse to which we are aware and especially alert.

4.1 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 verbal abuse; gender-based abuse; verbal sexist abuse; unwanted, unthinking or coerced nude or semi-nude image sharing; or sexually harmful behaviour. We do not tolerate any bullying, abuse or 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. Staff are proactive and vigilant in recognising when a child may need to tell an adult of their choice about what is happening to them, will acknowledge how they feel and support them through the next steps of reporting to MASH, if that is what it takes to keep them safe. Our school understands the different gender issues that can be prevalent when dealing with child-on-child abuse.

Consensual image-sharing between older children of the same age may require a different response as it may not be abusive but the children still need to know that it is illegal and risky to maintain privacy as well as jeopardising future job prospects, for example.

4.2 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.

Predatory behaviour or a dismissive attitude towards sexual harassment may be prevalent online or feature in the children's lived experience of home, friendship groups or society at large, but it is not indicative of respect for other pupils and therefore it is unacceptable at our school.

An example of such harassment is 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to

obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2019.

Our school culture of safeguarding ensures that the message that abusive behaviours are unacceptable is explicit through our curriculum, school environment and staff modelling appropriate language and respectful relationships. We do not accept that it is 'just part of growing up' or a joke. Our school manages such incidents 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. Pupils initiating such abuse or sexualised behaviour will be subject to an AIM risk assessment which will inform a safety plan for everyone involved, including themselves.

4.3 Children with special educational needs and disabilities (SEND)

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;
- Being more prone to peer group isolation than other children;
- Instances of peer on peer sexual abuse where the perpetrators are children will always require safeguarding support and a significant subgroup of these children will have SEND;
- Children with SEND and /or protected characteristics are statistically more likely to be identified as targets for bullying or sexual abuse by their peers;
- Communication barriers that make telling an adult difficult;
- The requirement of personal or intimate care.

Our school takes into consideration these additional vulnerabilities and challenges and staff are proactive in safeguarding all our vulnerable children.

4.4 Children Missing from Education (CME)

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to Newham Children's Social Care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community.

Further statutory guidance, information and support, includes:

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)

[Children missing education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/children-missing-from-education)

[Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/full-time-enrolment-of-14-to-16-year-olds-in-further-education-and-sixth-form-colleges)

As part of our safeguarding role we ask parents and carers to provide a minimum of two contact details and we will regularly ask parents and carers to ensure that they are kept up to date.

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 and they can do this by telephoning the school (0208 471 2418) or emailing info@plashet.newham.sch.uk. 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.

We will inform the local authority of any child who has moved schools and has been taken off roll. Where parents inform us of their intent to EHE, we will work with them, the LA and other key professionals (i.e. the EHE teacher) to coordinate a meeting, ideally, before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan the LA has the capacity to veto an EHE arrangement.

4.5 Contextual safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The Designated Safeguarding Lead (DSL) and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families.

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Our school staff need to engage with individuals and groups who do have influence over/within extra-familial contexts, and we recognise that risk assessment of, and intervention with, such sources of influence on our students are a critical part of our safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of our child protection systems in school in recognition of the fact that young people are vulnerable to abuse in a range of social contexts.

Contextual abuse takes different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence. If, as a school, we are concerned a child is being exploited in an extra-familial context, as previously

outlined, we will follow the procedures set out in this document and consult or refer to the MASH, from where they are likely to be referred to the PCEHH.

4.5.1 Newham PCEHH – Preventing Child Exploitation and Harm Hub

The PCEHH is a weekly multi-disciplinary meeting chaired by the Director of Early Help and Children's Health. The PCEHH helps to identify and engage with children and young people who may be potentially at risk from any form of exploitation by responding to earlier 'critical moments' indicated via referrals from MASH. The PCEHH forms part of Newham's understanding and response to Child Sexual Exploitation (CSE), Missing, Criminal exploitation / gangs and county lines, serious youth violence (SYV), harmful sexual behaviour (HSB) and modern slavery in the borough.

It is well documented that focusing on prevention, early identification and intervention helps disrupt activity that might increase the probability of children and young people being exploited. Where there are low or emerging risks of child exploitation with no safeguarding concerns but heightened vulnerabilities, the child or young person is referred to the PCEHH for a multiagency discussion to agree a coordinated package of support for the whole family. Involving all family members can be a key determinant in supporting children and young people to remain safe and achieve good outcomes.

The PCEHH sits within the Early Help service, which works with the whole family. This means that the PCEHH also considers both inter-familial as well as intra-familial concerns as part of a co-ordinated and contextual safeguarding approach. All cases must have followed existing child protection procedures prior to being discussed at the PCEHH, including strategy meeting/discussion where appropriate.

4.5.2 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to children and young people from any background or community. This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

In some cases, the abuse will be in exchange for something the child needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals, groups, males or females and children or adults. Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve enforcement or enticement-based methods of compliance and may, or may not be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

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 grooming and exploiting children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the child 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.

4.5.3 Serious Violence

There are a number of indicators, which may signal that a child is at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendships, or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change of attitude or well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

4.6 Honour Based Abuse

So-called honour-based abuse (HBA) encompasses abuse committed to protect or preserve "honour". It often involves a wider network of family or community pressure and can involve multiple perpetrators. This includes Female Genital Mutilation (FGM), forced marriage and such practices such as breast ironing.

4.6.1 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) 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 is a form of child abuse.

We know that if a teacher in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18, staff must and will report this to the police. The DSL will advise/support staff in this position and work with appropriate colleagues and agencies to support the girl and liaise with the family. The Newham Attendance Service has produced guidance on FGM for staff dealing with families who announce that they are going abroad which is available on Newham Connect.

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

<https://www.gov.uk/government/publications/forced-marriage-resource-pack>

4.7 Prevention of radicalisation

Children can be vulnerable to extremist ideology and radicalisation. 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.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to radicalisation and being drawn into terrorism. All staff 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. Sarah Heath, Deputy Headteacher is our SPoC.

We use the National Crime Agency's CEOP Education Programme to inform and support work in school.

4.8 Mental Health and Wellbeing

All staff are aware that mental health can in some cases be an indicator that a child has or is suffering from or at risk of abuse. Staff are able to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem. Where there are mental health concerns about a child that is also a safeguarding concern, immediate action will be taken following the school child protection policy and the senior Mental Health Lead, Lucy Still will be informed.

Our school works to 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 a child's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in a child's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that some children in our school may be suffering from mental ill-health and are at risk of self-harm or suicide but 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 mental health and well-being of our children. It is equally important that parents share any concerns about the well-being of their child with school, so that appropriate support and interventions can be identified and implemented in partnership.

Where there are concerns that a child 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 is found to be self-harming the Designated Safeguarding Lead (DSL) or Mental Health Lead will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate Newham referral pathways.

4.9 Domestic Abuse

Domestic abuse is defined as *"any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been intimate*

partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical, sexual; financial and emotional, coercive or controlling behaviour”

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

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 and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16).

Our school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Operation Encompass operates in the London Borough of Newham and our school will use the information shared to ensure that our children are supported and kept safe.

5. Procedures

5.1 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. Concerns about a child at risk of radicalisation or extremism will be raised with the PREVENT SPoC and Designated Safeguarding Leads.

5.2 All action is taken in accordance with the following guidance;

- Newham Safeguarding Children Partnership guidelines – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2023)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

5.3 Where there is risk of immediate harm, a child will be immediately referred to the Newham Multi-Agency Safeguarding Hub through the Newham MASH Portal. Time-sensitive referrals may be telephoned first in case the child needs to be kept in school, pending a Section 47 Strategy meeting when a social worker will come to the school. Less urgent concerns or requests for support will also be referred via the Newham MASH Portal for consideration of Early Help support as appropriate. We will call police to the school directly if the risk is assessed as acute and immediate.

5.4 Practice when Police are called to the school.

Before calling police to the school, the DSL and senior staff will reflect upon the proportionality of this response, being aware of the child's rights under the Equalities Act and Human Rights Act and if necessary, identifying and addressing concerns such as adultification if it is suspected of being present in staff decision making processes thus far.

Best practice for staff considering police intervention to be necessary:

- To consult the DSL or DDSL and Headteacher about the reason to involve the police.
- To consult the Safer Schools Officer before contacting police directly, unless the risk is considered to be escalating at a rate that precludes contacting the SSO.
- This school will prioritise contacting the SSO for advice before asking for other officers to attend.
- A child will not be searched on site by police at all, or taken off site to a police station without an appropriate adult (DSL or DDSL) being present if their parent cannot accompany them.

In the event that a child is interviewed on site by police, the DSL will act in loco parentis at that interview to provide support to the child. Parents/carers will be informed directly that the police have been called to the school in connection with their child, subject to the safeguarding guidelines below. A suitably trained Appropriate Adult must be present if the child is subsequently arrested and/or taken to a police station and the DSL will ensure that arrangements for such support are in place before the child leaves the school premises, with the reason for the arrest and the name of the appropriate adult concerned, confirmed.

Please see: Appropriate Adult | Youth Justice Legal Centre (yjlc.uk); DRAFT GUIDE FOR (publishing.service.gov.uk) (role and responsibilities of an Appropriate Adult).

No child / student may be subject to a search by police on school premises. Any such search should be carried out at the police station with an appropriate adult in attendance to the search.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the MASH 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 MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

5.5 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 reconsideration 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 to the Newham MASH where there is suspected or actual risk of harm to a child. All staff should be aware of how to access the portal.

If a child resides outside Newham the DSL will be aware of the need to refer to the MASH in their LA. If unsure, always refer to the Newham MASH who will forward to appropriate areas.

Early Help:

All staff should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- has a parent/carer in custody

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

When new staff, agency 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. **Appendix 2 Early Help pathway in Newham.**

6. Training

The Designated Safeguarding Lead (DSL) and Deputy (DDSL) undertake child protection training appropriate to the role at every two years as a minimum. The Headteacher, 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.

6.1 Positive Handling and de-escalation practice keeps children and staff safe in school. This is refreshed every 3 years and is undertaken by all staff in a rolling programme which builds a collegiate responsibility for everyone's safety and wellbeing.

6.2 All agency staff must complete the safeguarding induction programme before starting work in the school, which prioritises safeguarding practice and appropriate language to be used in school. Certificates for Positive Handling training and the date of the last refresher are part of the recruitment process.

7. Professional confidentiality

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or children) 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.

8. 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. School staff must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) 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 on Safeguard, the school's system for recording, noting what was said or seen, using a body map to record if appropriate, (see Appendix 10) with the date, time and location. All records will be dated and signed, with the name printed and will include the action taken. This is then presented to the Designated Safeguarding Lead (DSL) or Deputy, 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 child's date of birth, or until they transfer to another school or educational setting. We acknowledge the guidance for transferring records as below.

Where a child transfers from our school to another school or educational setting including colleges, their child protection records will be forwarded or transferred electronically to the new educational setting with notice given to the receiving DSL. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) who will need to provide a receipt, which is recommended to be an email. If paper files are sent they will be

securely sealed and sent, under arrangements for immediate return if delivery to the receiving school's DSL/Head Teacher is not possible. A receipt is expected.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Transferring settings do not need to keep copies of child protection files, but if they do they must be kept in accordance with data retention (and for the shortest practical time). In CP cases where there may be ongoing involvement from transferring settings, for example **if any siblings still attends our setting**, our DSL may wish to take copies of chronologies. As Safeguard is an electronic system there is an option to share links to this information.

If a child who is subject of a child protection plan leaves our setting and we are unaware of the name of the child's new education placement, we will contact the child's key worker from Early Help or Children's Social Care to discuss how records should be transferred.

Where a child joins our school, we will request all child protection records from the previous educational setting. If none are received within the statutory time, we will renew the request and report this to the Education Safeguarding Officer.

9. Inter-agency working

Our school will be proactive 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 and planning 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, mental health and 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 waiting for the next meeting 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 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 an appropriate referral using the Newham referral pathway.

10. 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 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.

Supply staff, whilst not employed by the school are under the supervision, direction and control of the governing board when working in the school. If we receive an allegation about an individual that is not directly employed by the school for example, supply teachers we will discuss with the employer/agency whether it is appropriate to suspend the supply teacher or to redeploy them to another part of the school, whilst they carry out an investigation. We will usually take the lead in collecting the facts from children and other staff and work in partnership with the employer and LADO to manage the process.

We will always ensure that the procedures outlined in 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 cppt.lado@nwham.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;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved in a way that indicates they may not be suitable to work with children;

The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff. Should an allegation be made against the Headteacher, 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. 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.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school low-level concerns policy. Further details can be found in Part four of the DfE guidance on Safeguarding.

Any member of staff or volunteer who does not feel confident to raise concerns within the school should contact the LADO directly. Please refer to section 11 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 the HR department.

11. 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). 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

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

Our Recruitment policy refers to outcomes to protect staff when allegations against them have been found to be false or unfounded (paras 419 - 421 KCSiE 23).

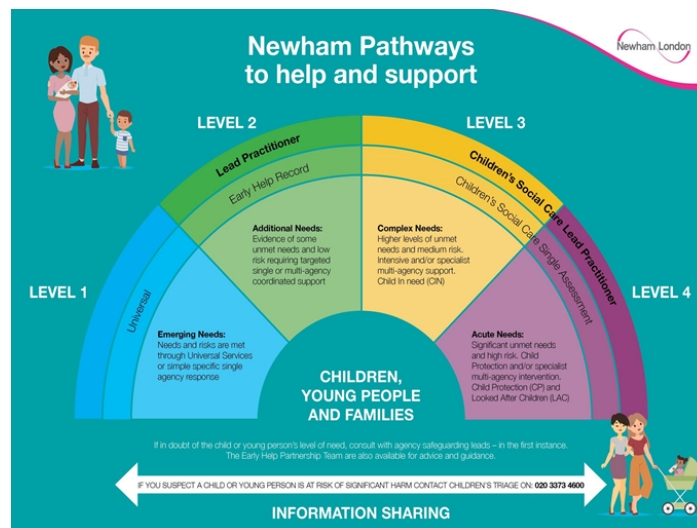
Appendix 1

Newham Joint Statement on Everyone's Invited

[Joint position statement on Everyone's invited | Newham Connect](#)

Appendix 2 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 3

Newham statement on Adultification March 2022

On hearing so many colleagues' comments on the 15 year old girl who was strip searched at her school in a neighbouring borough, our Equality Team looked into *adultification bias*. We discovered that adultification bias is an entirely new concept for some colleagues and the term is only just emerging in the UK.

Adultification bias woven with *racial bias* has been raised as a factor in this incident, informing both the action of the police and that of the school staff.

The review ([Jim Gamble, Local Child Safeguarding Practice Review, 14th March 2022](#)) found that the school staff did not focus on the safeguarding needs of the victim. It stated that '*racism (whether deliberate or not) was likely to have been an influencing factor in the decision to undertake a strip search*'. Adultification bias is evident as child Q received a criminal justice response, 'rather than child protection response' from the adults around her.

What is adultification bias?

This definition, which is referenced in the recent case review of child Q, originates from the NSPCC '[Safeguarding children who come from Black, Asian and minoritised ethnic communities](#)' (2021) document:

(Adultification is) 'a form of bias where children from Black, Asian and minoritised ethnic communities are perceived as being more 'streetwise', more 'grown up', less innocent and less vulnerable than other children. This particularly affects Black children, who might be viewed primarily as a threat rather than as a child who needs support'

So why do all educators need to be aware of adultification bias?

Adultification affects the safeguarding of children:

"Adultification occurs when notions of innocence and vulnerability are not afforded to certain children. If professionals view some children as more 'adult' due to factors such as race, gender and class, their wellbeing, safeguarding needs and rights as children can be diminished or overlooked" (Jahnine Davis, 2022).

There is a one minute video explaining this – the link is below:

<https://www.standard.co.uk/video/news/jahnine-davis-explains-the-adultification-bias-that-was-applied-by-t-he-met-police-to-a-black-schoolgirl-who-was-strip-searched-v7661380c>

American researchers first observed the issue with Black children and public institutions. <https://www.apa.org/pubs/journals/releases/psp-a0035663.pdf> in 2014, *The Essence of Innocence: Consequences of Dehumanising Black Children* by Goff et al.

'The [research](#) indicates that Black boys are perceived as older and less innocent when compared to their white counterparts. "Black boys can be seen as responsible for their actions at an age when white boys still benefit from the assumption that children are essentially innocent," shared Phillip Goff, Ph.D.

When the adultification bias was examined further by the Georgetown Law's Center on Poverty and Inequality in the [study](#) of 2019, the researchers found that Black girls as young as five years old were perceived as being less in need of protection and nurturing, compared to their White counterparts.

'The adultification bias contributes to the continued harm and abuse that Black youth face, not just at the hands of law enforcement, but also in the education system. When Black women and girls are mistreated, harmed and abused, it is less likely to be reported on' (Janice Gassam Asare, 2021). <https://www.forbes.com/sites/janicegassam/2021/04/22/how-the-adultification-bias-contributes-to-black-trauma/?sh=2d4b64372b08>

Whilst the research refers to the American education system, given our role as educators and being in *loco parentis* for our students, we are responsible for the protection of children in our care.

As recently as 2020, a piece in the New York Times outlined that Black girls are treated [disparately](#) (*Why Won't Society Let Black Girls Be Children?*) from their White counterparts and are more likely to be seen as older, while also having to navigate the combined effects of racism and sexism. The [intersectionality](#) of the elements which impact on Black children makes the task complex but action imperative.

Adultification has been touched on within social care (see link - [Invisible Victims](#)), however not within education. The [2021 KCSIE](#) makes no reference to racial bias nor adultification.

In considering the statement below, we need to pose the following questions:

'Adultification means teachers, parents and law enforcement are less protective and more punitive with certain kids' teachers, parents and law enforcement are less protective and more punitive with certain kids' (<https://www.nytimes.com/2020/04/17/parenting/adultification-black-girls.html>)

Should it be included in whole school unconscious bias training ?
More importantly, should it be included in the next edition of the KCSIE?

In conclusion, when working on the Education4Change project, the Maryland Equality Team researched and devised the *Racial Literacy Conversation Kit* to support Newham schools with understanding the language of race. For schools who do have access to this document, it is worthwhile adding the definition of adultification to the Conversation Kit - a working document to support bold conversations to understand and challenge all forms of racism. Conversations about racism are not easy, but essential. We aim for this thought piece to equip educators with the tools needed to talk.

Appendix 4

Definitions & Indicators of Abuse

We at Plashet 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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

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 have 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;
- Interfaith 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:
 - o House arrest and excessive restrictions;
 - o Denial of access to the telephone, internet, passport and friends;
 - o 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 she 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).

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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. Child-on-Child Abuse

In recent years' practitioners and policymakers have become increasingly concerned about the levels of violence and abuse between children 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 abuse, and being abused, by other children 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 child-on-child 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 actor has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged actor.

If the evidence suggests that there was an intention to cause severe harm to the targeted child, this should be regarded as abusive whether or not severe harm was actually caused. Children are vulnerable to abuse by other children. 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 reported child 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 actor must address their needs.

Any professional who feels that a child has abused another child should notify the DSL without delay. They will contact social care and arrange a Strategy Discussion which will include the school.

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

The strategy discussion will consider:

- Whether the alleged actor 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 actor, for example arranging a risk management meeting.

It is important to coordinate 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 Reporting Child

The strategy discussion will consider what action is necessary to ensure the immediate safety of the identified child(ren) 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 child has abused a sibling, planning must include consideration of the support needs of the parents. If the targeted child and actor are members of the same family/household, before making any arrangement to return the actor to the family/household it is critical to ensure that the reporting child's views have been heard and that s/he feels safe.

A child protection conference may conclude that the targeted child 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 Reported Child

It is not appropriate to initiate Section 47 Enquiries in respect of the reported child unless there is information suggesting that they are at continuing risk of significant harm. However children who abuse others frequently have considerable needs themselves, so an assessment of the reported child's needs should be carried out.

Any decision on action in respect of the reported child must be based on the risk they pose to other children and what can be done to minimise this risk.

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

The reported child is likely to pose a continuing risk to others unless the opportunity for further abuse is ended and the child 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 child 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 reported child's needs will include consideration of:

- The nature, extent and context of the abusive behaviours;
- The child's development and family and social circumstances;
- Whether the child 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 child's need for services, both those which relate to his/her harmful behaviour and other significant needs;
- Whether the child 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 there is a criminal case pending, the child 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 child 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 actor;
- Persons who have responsibility for the welfare of the reported child;
- 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 actor 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 actor in the immediate future;
- Action to address the child'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 reporting child of abuse must not be left in contact with her/his abuser without adequate protection; and
- Moving the child away from the reported child to another place where there are children may not reduce the overall risk to the potential targeted child, and may actually increase it.

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

Other children

The strategy discussion will consider:

- Whether the reported child appears to pose a risk to any other children;
- 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 who abuses another child because:

- 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 child is likely to abuse again; and
- Some children 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 reporting child and the needs of the reported child must be considered separately;
- In addition to safeguarding the identified reporting child, agencies must consider whether the reported child seems to pose a risk to any other children;
- Children who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The reported child is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- There should be a coordinated 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 5

Dealing with a Disclosure of Abuse

When a child tells me about abuse they have 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 the 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 Head Teacher 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 Head Teacher.

Appendix 6

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 Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation herself or interview students. The Headteacher should follow procedures as outlined in point 3 below.
3. The Headteacher 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 Headteacher, then the Chair of the Governing Board takes on the role of liaising with the LADO team in determining the appropriate way forward.

Appendix 7

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 8

Preventing Violent Extremism

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

The SPOC for Plashet School is Sarah Heath, Deputy Headteacher, 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.

Appendix 9

Proforma for Recording Safeguarding Concerns by Someone External to Plashet School

Full Name of Child	Date of Birth	Year Group/Tutor Group if known

Nature of worry, concern or disclosure
Please include where you were when the child made a disclosure, what you saw, who else was there and what the child said or did and what you said.
Time and date of incident:
Was there an injury? Yes/ No Did you see it Yes / No
Describe the injury
Have you filled in the body plan to show where the injury is and its approximate size? Yes /No
Was anyone else with you? If 'Yes' who?
Has this happened before? If 'Yes' did you report the previous incident?
Who are you passing this information to?
Name: Position:
Your signature: Printed Name: Reason for being in School: Time form completed:

**Response Form for Safeguarding Concerns
Raised by Someone External to Plashet School**

Date form received by Designated Safeguarding Lead:

Time form received by Designated Safeguarding Lead:

Action taken by Designated Safeguarding Lead:

Referred to:

Have Parents been informed? Yes / No (If No, state reason)

Feedback given to:

☐

Pastoral team

☐

Early Help
Lead

☐

Child

☐

Person who recorded disclosure

Further Action Agreed:

DSL Signature:

Printed Name:

Date:

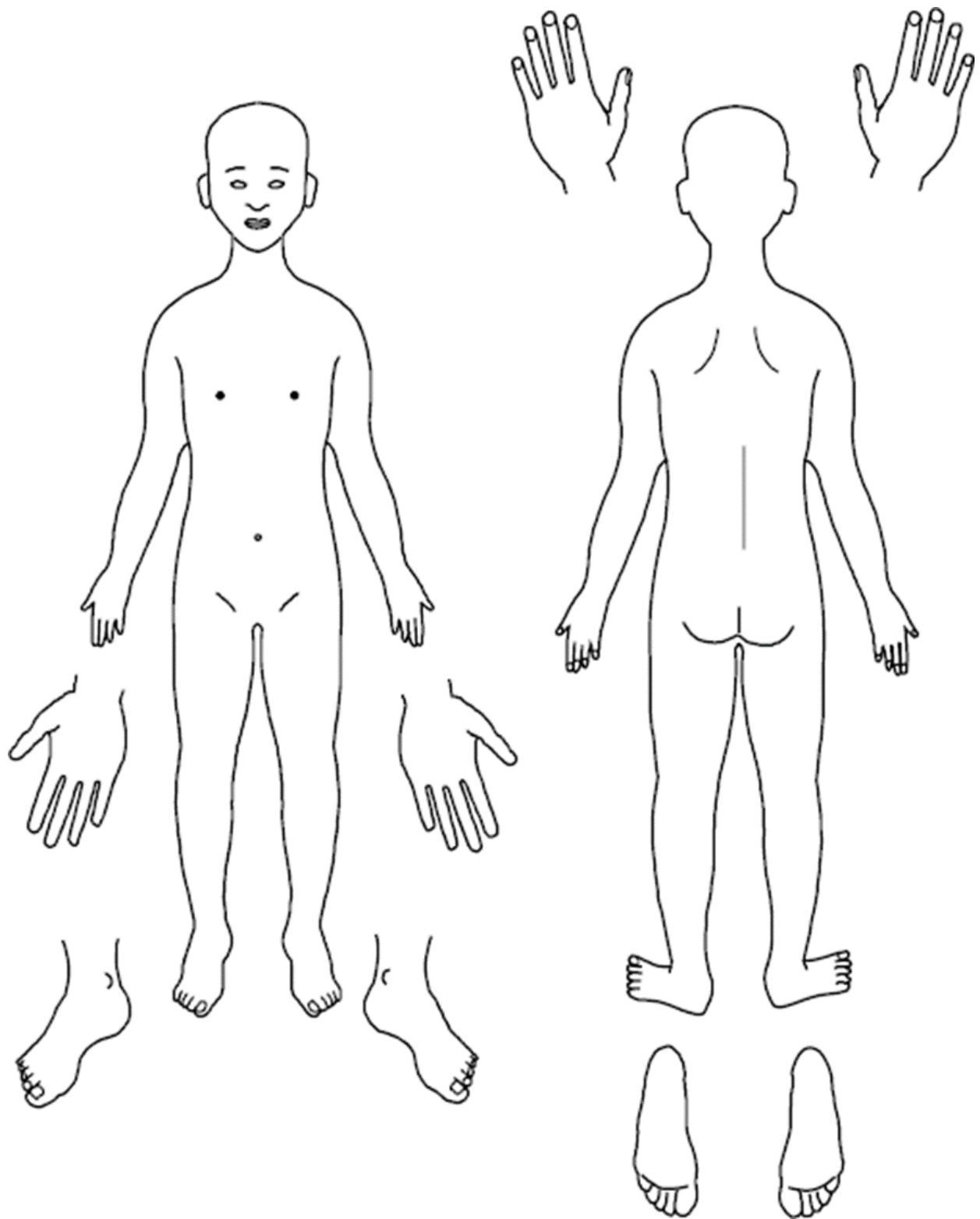
Appendix 10 Body Maps

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

*At no time should a member of staff take photographic evidence of any injuries or marks to a student's person, the body map below should be used. Any concerns should be reported and recorded without delay to the DSL.

When you notice an injury to a student, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the student person feel hot?
- Does the student feel pain?
- Has the student's body shape changed/are they holding themselves differently?
- Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.
- Ensure First Aid is provided where required and recorded.
- A copy of the body map should be kept on the student's concern/confidential file.



Name of student:

Date of birth:

Date of recording:

Name of adult completing:

