

Thomas Jones Primary School

Safeguarding and Child Protection Policy

It will be reviewed annually by the Board of Governors. Approved September 2021

This policy is distributed to all new staff as part of the induction process and is redistributed to all staff on an annual basis.

Designated Governor for Safeguarding and Child Protection:	Harriet Bingley
Designated Staff Member for Safeguarding and Child Protection:	Lindsay Johnson
Deputy Designated Staff Member for Safeguarding and Child Protection:	Scott Gourley
Local Authority Designated Safeguarding Lead (LADSL)	Elaine Campbell

Covid 19 Update

The country is currently functioning on a roadmap out of Covid restrictions. The government continues to manage the risk of serious illness from the spread of the virus. This marks a new phase in its response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for two doses by mid-September.

The priority is for schools to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

Teachers will ensure that they spend as much time as possible during playtimes, Personal Development lessons and at other opportunities talking to the children and making themselves available to afford the children opportunities to disclose anything that may be worrying them.

Remote Learning - Not all people with COVID have symptoms. Where appropriate, we will support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. We will maintain our capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad. The remote education provided will be equivalent in length to the core teaching pupils would receive in school. We will work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully

access remote education. Full expectations for remote education, support and resources can be found on the [get help with remote education service](#).

See Keeping Children Safe in Education, 2021, Annex D- Online Safety

Also see Safeguarding and Remote Education:

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Covid 19 Risk Assessment

The risk assessment has been updated by the deputy head and designated safeguarding lead which will continue to be reviewed and adapted as needed regularly. Ensuring the safety of our children, staff and families is our priority and every measure possible has been put into place to help safeguard everyone on the school site.

See the Thomas Jones Covid 19 Risk Assessment (September 2021) for full details (on website.)

Supplementary guidance can be found at:

www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers

1. Introduction

In line with the Government's vision for all services for children and young people, the Governors and all staff at Thomas Jones recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the Governors and staff at Thomas Jones will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of the Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse. The Governing body utilise the experiences and expertise of school staff to support and shape this policy.

2. Policy Aims

- To raise the awareness of all school staff to the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse

- To ensure pupils and parents/carers are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages (Personal Development curriculum)
- To make appropriate links and reference to policies in related areas such as discipline and peer on peer abuse.

3. Legislative framework

- Department for Education Statutory Guidance "Keeping Children Safe In Education" September 2021
- Voyeurism Act 2019 (links to new offence 'upskirting'.)
- Children Act 1989 and 2004
- Working Together to Safeguard Children 2018
- London Child Protection Procedures 2021
- United Nations Convention on the Rights of the Child
- 'Position of Trust', Sexual Offences Act 2003

4. Guiding Principles for Intervention to Protect Children

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse
- Child abuse can occur in all cultures, religions and social classes
- Staff must be sensitive to the family's cultural and social background
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

5. Responsibilities of Head/Designated Staff Member

The Governing Body will ensure that the school has identified a Designated Staff Member for safeguarding and child protection who is a senior leader and champions safeguarding throughout the school. The Designated and Deputy Designated staff member for Safeguarding and Child Protection have their

roles specified in their job descriptions. The Head Teacher and Designated Staff Member, together with the Deputy Designated Staff Member, undertake the following responsibilities:

- To ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff
- To ensure all staff have read and are able to demonstrate an understanding of Keeping Children Safe in Education, 2020, Part 1.
- To ensure all staff receive annual training in the above, including staff who are temporary or start mid-year
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues
- To play a pivotal role in local multi-agency safeguarding, following local arrangements, to work together with appropriate relevant agencies to safeguard and promote the welfare of our children, including identifying and responding to their needs
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are the subject of an exclusion from the school
- To promote and monitor the educational attainment of vulnerable children.
- To ensure the school is represented at child protection case conferences and that written reports are provided as required
- To follow as appropriate recommendations made by the Local Authority Strategic Partnership (Local Safeguarding Children Partnership, LSCP).
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection
- To support and advise staff on child protection issues generally
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors , learning mentors
- To maintain accurate and secure child protection records and send these on to new schools (where relevant)

The designated staff member for Safeguarding and Child Protection will **not delegate** their responsibility.

See Keeping Children Safe in Education, 2020, Annex B: Role of the designated safeguarding lead

6. Responsibilities of Whole School Staff

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the Designated Staff Member and other senior staff members.
- b) All staff will have read and are able to demonstrate an understanding of Keeping Children Safe in Education, 2020, Part 1. Staff sign to confirm that they have read this once a year. Their knowledge and understanding of this is then checked in subsequent training sessions.

- c) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- d) We have high expectations of all staff members' behaviour towards all children and any incident that falls below our expected standards will be dealt with appropriately.
- e) All school staff are expected to:
- Be able to identify signs and symptoms of abuse
 - Ensure assessments of children take account of all of the child's social sphere and not only that at school/home
 - Report concerns (including concerns about other staff/professionals (including supply staff and volunteers)) to the Designated Staff Member or other senior staff members as appropriate. Concerns regarding staff members should be reported directly to the head teacher. Concerns regarding the head teacher should be reported directly to the chair of governors.
 - Be aware of the relevant local procedures and guidelines
 - Monitor and report as required on the welfare, attendance and progress of all pupils
 - Keep clear, dated, factual and confidential records of child protection concerns
 - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records **and assure those alleging abuse that they are being taken seriously.**
- f) All staff will be provided annually with a self-declaration form to declare that they are not disqualified under the Childcare Act 2006 and to record any transferable risk that they might pose in terms of working with children (including any behaviour they may have been involved in outside of school that did not involve children but could have an impact on their suitability to work with them- for example involvement in a domestic violence incident where violent behaviour was triggered). The self-declaration form also informs the school where a staff member's relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. They will also be reminded that if their circumstances change they must inform the school.
- g) All staff must report any **concern** (a worry about a child's well-being or that of a parent/carer) to the Designated Safeguarding Officer or Deputy at the earliest opportunity. If the staff member believes that the child is in **immediate danger** or at **risk of harm** (something is likely to happen to a child imminently or the child is likely to be hurt) and both the Designated Safeguarding Officer and Deputy at the school are unavailable the member of staff must immediately refer this to the Local

Authority Designated Safeguarding Lead – Di Donaldson on 07890 397 061 and/or the police on 999.

For full details of when to call the police see:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Further details can be found in the staff handbook appended to this policy.

7. Appointment of Staff

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff, taking account of the Department of Education Statutory Guidance “Keeping Children Safe in Education” 2020 and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed
- That all references will be taken up and verified by telephoning referees
- That a reference will always be obtained from the last employer
- That at interview candidates will be asked to account for any gaps in their career/employment history
- That candidates will be made aware that all staff are subject to an enhanced DBS check
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary

Further details are included in the staff handbook appended to this policy.

8. Volunteers

A risk assessment will be completed for all individual volunteers at the school to assess whether or not an enhanced DBS check is needed.

Volunteers are provided with a copy of the Safeguarding Policy when they start at the school and are kept abreast of any updates.

9. Allegations against Staff (Including supply staff, volunteers and contractors)

- a. The Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. The Governing Body further recognise that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff or volunteers:

1. Report any allegation of abuse/suspected abuse to the DSL at the very earliest opportunity.
 2. The DSL will then investigate and keep written records.
 3. The DSL will report to the Headteacher and Chair of Governors their findings, advice from the LA will then be sought.
- c. If an accusation is against the DSL or Headteacher the concern should be communicated straight to the Chair of Governors.
- d. This will initially mean a discussion with the Headteacher and/or the Designated Staff Member for Safeguarding and Child Protection. The Governing Body will then follow further procedures as necessary.
- e. The safeguarding designate will ensure that a referral is made to the Disclosure and Barring Service if a staff member has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty that will be fulfilled.
- f. **Low level concerns and allegations that do not meet the harm threshold are still recorded and staff are encouraged, to report smaller niggles, events or behaviours that are low level. The DSL will keep note of these to 'build a picture' on an ongoing basis. See Page 31 Guidelines for Staff in this policy, for examples of behaviours, that if not followed would constitute low level concern. Staff are also encouraged to self-refer if they have behaved in a way that falls below professional standards.**

10. Staff Contact with Pupils

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force along with guidelines for this within "Keeping Children Safe in Education" 2020.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

Staff should only use physical restraint if absolutely necessary to keep a child or other children or adults safe. Other options should first be sought to de-escalate a situation. Individual plans should be created as required to minimise the likelihood of challenging behaviour.

Physical Restraint Rationale at Thomas Jones

Who?	All staff members within the school are able to use reasonable force. This included volunteers, parent volunteers on a trip,
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	office staff, however, it is always better for trained staff to carry this out.
Where?	Anywhere staff have care custody or control of the children.
What?	Physical Restraint could be used if a child is: <ul style="list-style-type: none"> • Causing personal injury • Committing an offence • Damaging property, himself/herself, an adult or another child • Prejudicing the maintenance of good order and discipline
Why?	Following guidelines from Section 93 of the Education and Inspection Act 2006. Also additional guidance- Use of Reasonable Force
When?	When necessary. Other options should be sought first to de-escalate any situation. <ul style="list-style-type: none"> • Imminent risk of harm • Verbal de-escalation has failed • Could not dis-engage (duty of care) • No other option
How?	Use of proportionate action- that which prevents a greater harm from occurring.

See also- Positive Behaviour Policy

11. Staff Training and Support

- a. The Governing Body recognise the importance of child protection training for the Designated Staff Members and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role every two years, available from the Local Authority, with an update annually.
- b. The Governing Body expect the Head Teacher and Designated Staff Member to ensure that all school staff, including support and ancillary staff, receive training in child protection annually including sexual violence and sexual harassment and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice. Temporary staff are made aware of school policy and procedures on arrival at the school.
- c. Mandatory induction training for staff will include the Safeguarding and Child Protection policy, Behaviour policy, Statutory Guidance for managing children who are missing education, the Staff Code of Conduct and Keeping Children Safe In Education 2020, part 1. Staff will sign an induction register to confirm receipt of these and any other induction documentation and to agree to undertake to read all documentation.
- d. The Head Teacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Staff Member.

- e. The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Head Teacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

12. Staff Interactions with Children Outside of School

On occasion staff members will undertake work with children and families outside of school including babysitting, childminding or tutoring for example. It is essential for members of staff in these situations to maintain professional boundaries and remember that they are still representing the school. Our personal presentation and professional conduct reduce the risk of allegations and keeps pupils safe from harm.

It is important to note that all such interactions outside of school are undertaken at the staff members' own risk. Staff members are encouraged to register their practice as appropriate.

If any safeguarding concerns arise regarding a child during a staff members' interactions with children or their families outside of school these must be immediately reported to the borough safeguarding team if a significant concern or the police if the child is likely to be in immediate danger. Any other concerns should be brought to the attention of the school safeguarding designate.

We hold a register of all such interactions/ arrangements between staff members and families to ensure that we have full knowledge of any contact between staff and families outside of the school. Staff must ensure that the designated safeguarding leader, Lindsay Johnson, has details of any such interaction/work outside of school.

13. Visitors

At Thomas Jones the weekly school diary circulated to all staff details any visitors expected at the school. Any changes to this are immediately updated and the diary re-circulated to staff.

All visitors to the school including regular visitors and contractors must sign in the visitor's book at the front desk on arrival. Contractors have a separate sign in book. At the point of signing in all visitors will be given an information sheet detailing pertinent safeguarding information and details of fire safety and evacuation. No adults without enhanced DBS clearance should be left alone with children at any time. Visitors will also be given a visitors badge and lanyard which they are asked to wear visibly at all times whilst on the school grounds for their visit in order for children and staff to easily identify them as an official visitor.

If an unexpected visitor arrives at the school they should not be left unaccompanied. Immediate clarity should be sought of the nature of their visit. If an unknown/ unexpected adult (even if wearing a visitor lanyard) is seen on the premises by any member of staff the staff member must approach and ask who the visitor is and the nature of their visit and immediately seek clarity with a senior member of staff that this is an authorised visitor.

14. School Security

Pupils and parents enter the school site from 8.45am through the playground entrance at the front of the school and at the rear entrance. Staff are always present either on the gates or in the playground as parents/carers and children begin to arrive. The site manager ensures that these gates are locked promptly as soon as all parents/carers have left the site. Any further visitors to the school site will only be afforded entrance on request via the main locked gate.

Every pupil is registered at the start of the school day. Pupils in the EYFS and KS1 are handed over to staff by their parents/carers. Staff maintain an appropriate high level of supervision throughout the day and are aware of the location of pupils in their care at all times. The register is taken again in the afternoon. Pupils in Ks2 line up with their class teacher in the playground and are taken into the school building for formal registration.

The site manager opens the playground and rear entrances at 3.10pm ready for parents/carers to collect their children. Children are supervised in their classroom until the end of the school day.

At the end of the school day, pupils from Nursery to Year 4 are only released to a known adult or an adult that the school has been informed about in advance. Any children not collected are taken to the Deputy Headteacher's office and a call is made to the appropriate adult. Pupils attending after school clubs or boosters (not Play Plus) are held back and then taken by either the class teacher or a member of support staff to the appropriate location. A register is then taken. A staff member for Play Plus collects these children from each classroom utilising their register.

Pupils in Years 5 and 6 are permitted to travel home independently if parents have arranged this with their child and informed the class teacher. Year 5 and 6 class teachers create a register at the start of the year indicating the parents/carers wishes for each child.

The site manager remains in the playground until all parents/carers and children have vacated the site and then promptly locks the playground and rear exits ensuring nobody is left on site without permission to be here.

15. Curriculum

The Governing Body believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives, often met through our Personal Development curriculum:

- Developing pupil self-esteem
- Developing communication skills
- Informing about all aspects of risk
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults
- Developing non-abusive behaviour between pupils

From September 2020 our new Personal Development curriculum commenced at Thomas Jones. This curriculum is carefully planned and incorporates the PSHE curriculum, all statutory elements from the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance from the DfE 2020, SMSC development, Fundamental British Values and Prevent Duty.

Through our Personal Development curriculum children are taught strategies to safeguard themselves. This includes a focus on children's mental and physical wellbeing, privacy, secrets, peer on peer abuse, online safety, healthy relationships, health and safety etc.

From when children join us in the EYFS they are taught strategies to assess risk and keep themselves safe. Children are taught to think and analyse situations for themselves and consider how they can best keep themselves safe in a range of situations. Children are explicitly taught how to utilise equipment safely and how to make safe choices. They are also taught about safe adults and the importance of talking to someone if they feel upset or unsafe. All of this learning takes place on a daily basis and is embedded in the school curriculum and ethos from the EYFS upwards.

16. Children Missing Education

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should familiarise themselves with the Department for Education's Statutory Guidance, "Children Missing Education" 2016 and observe the following safeguards:

- Keep admission registers accurate and up to date
- Monitor attendance carefully and address poor or irregular attendance
- Investigate any unexplained absences
- Notify the local authority with full details of the child when we are removing a child from the school admission register outside of normal transition points
- Notify the local authority within five days of adding a child to the school register outside of normal transition points
- Make reasonable enquiries along with the local authority to establish the whereabouts of a child before deleting a pupil's name from the register
- Arrange full time education for excluded pupils from the sixth full day of a fixed term exclusion

In the event of a child not arriving at school in the morning without notice a telephone call will be made at the earliest opportunity to the parent/carer or an additional contact to ascertain why the child is not at school. If a child is unwell for 5 consecutive days a doctor's note should be provided. If we are

unable to contact a parent/carer or other contact we have for the child regarding an absence advice will immediately be sought from the LADSL.

17. Alternative Education Provision

At Thomas Jones we are responsible for the safeguarding of our pupils when they are placed in an alternative provision. We will request a written statement from the alternative provider confirming that they have completed all the vetting and barring checks that are necessary on all staff members at their site.

18. Early Help

If staff have any concerns about a child or their parent/carer they are required to see the designated safeguarding lead immediately to discuss their concerns. Any child may benefit from the intervention of early help, but all school staff should be particularly 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 in to anti-social or criminal behaviour;
- 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; and
- is a privately fostered child.

Within the borough the Early Help team is a multi-agency service incorporating professionals from Early Years, Family Support, School Attendance and Youth Support. They work with children aged 0-19 where there are indications of emerging difficulties and/or additional needs and offer a range of different interventions. The Designated Safeguarding Officer or Deputy will make referrals to Early Help.

19. Children with Special Educational Needs or Disabilities

The Governing Body recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Staff should be aware that if a child's behaviour changes or a child is acting in a particular way or appears distressed this may be a sign of abuse and not simply part of their disability or special educational needs. Indications of abuse will be reported as for other pupils. Staff should also be aware that children with special educational needs or disabilities have a high risk of peer group isolation and are disproportionately affected by peer on peer abuse. Positive steps should therefore be taken to reduce and eliminate these risks. Children with special

educational needs and disabilities can access individual support from LSAs and also be afforded access to the Special Educational Needs and Disabilities Coordinator as and when needed.

The Designated Staff Member, who is also the Special Educational Needs Coordinator will identify pupils with particular communication needs and ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

20. Looked After and Previously Looked After Children

Looked after and previously looked after children are a particularly vulnerable group and it is important that staff act on any concerns regarding these children promptly. Any concerns, however small, should immediately be reported to the safeguarding designate or deputy in their absence. The safeguarding designate will work in collaboration with other agencies to ensure the safety of these children.

The safeguarding designate will ensure that information in relation to a child's looked after status and contact arrangements with those with a parental responsibility are shared with the appropriate staff members.

At Thomas Jones we understand that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Where children need a social worker or have had previous involvement with social services, the designated safeguarding lead will look at all levels of provision that the child will benefit from in order to ensure their well-being is protected.

See the Children in Need Review findings for further information of how children with involvement or previous involvement from a social worker can be fully supported in school:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614 CHILDREN IN NEED PUBLIC ATION FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLIC_ATION_FINAL.pdf)

21. Online Safety

Children at Thomas Jones are only able to access approved internet sites as part of their learning. All staff and children sign an Acceptable Use Agreement for computer use within the school.

If children bring mobile devices into school for a specific reason these must be handed to the Deputy Head at the start of the school day where they are kept in a locked cupboard until the end of the day.

At Thomas Jones, children are explicitly taught how to keep themselves safe online and what to do if something arises that makes them feel unsafe or uncomfortable through our Personal Development curriculum and computing curriculum.

22. Promoting Acceptance of Differing Beliefs, Cultures and Values/ Contextual Safeguarding

At Thomas Jones our school community is diverse with children and families representing a wide variety of cultural and ethnic backgrounds and with a wide range of languages spoken. The promotion of the school values of acceptance, understanding and collaboration permeate all elements of school life and any form of prejudice is not tolerated. This is also explicitly taught through our Personal Development curriculum.

23. Physical and Mental Health

At Thomas Jones, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect both their learning and achievement.

At Thomas Jones our school ethos safeguards children's health and well-being. With a 'family' feel, children are afforded lots of time and attention from staff and a safe environment where they are able to express themselves and feel listened to. Our Personal Development curriculum and Physical Education curriculum teach children about the importance of looking after their physical and mental well-being and is supported through regular assemblies and discussions in class.

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If a staff member has any concerns regarding a child's mental well-being they will discuss this with the designated member of staff at the very earliest opportunity. The designated member of staff will intervene, liaise with parents/carers, liaise with our on-site play therapist and make referrals as required.

Although only trained professionals would make a diagnosis of a mental health problem, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

The DSL has a mental first aid training.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. The designated staff member for safeguarding will support children appropriately, utilising outside agencies where necessary.

See Mental Health and Behaviour in Schools, DfE, 2018 for further details of support for children experiencing mental health issues:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf

Staff well-being is also of paramount importance to us and is safeguarded and promoted regularly.

See our separate Well- Being policy

24. Confidentiality

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

Information is only shared between staff members on a need-to-know basis and when necessary in an adequate and relevant manner. All information shared is accurate, timely and secure.

When staff are dealing with any disclosures from children it is essential that staff members do not promise confidentiality to the child but explain that they will always act in the best interests of the child and may need to share information in order to best help the child.

At Thomas Jones we adhere to the general data protection regulations to ensure that all data is protected.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

See separate Data Protection and Freedom of Information policy.

25. Record Keeping and Reports

- a. The Governing Body expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b. The Governing Body further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

26. Monitoring Pupils on the Child Protection Register

The Governing Body expects the Head Teacher and Designated Staff Member to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

27. Communicating Policy to Parents and Pupils

- a. The Governing Body expect parents and pupils to be informed that the school has a child protection policy and is required to follow the Local Authority Strategic Partnership (Local Safeguarding Children Partnership, LSCP). Guidelines for reporting suspected abuse to the Family and Children's Services Department.

- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. A memo is sent out to parents/carers annually to keep them updated on safeguarding at the school.
- c. The policy is available to all parents on our website.

28. Monitoring and Evaluating Effectiveness of Policy

The Governing Body will ensure that the school has identified a designated senior member of staff for safeguarding and child protection, and a deputy. The Governing Body will also identify a nominated member of the Governing Body for safeguarding and child protection.

Our Designated Staff Member for safeguarding and child protection will continually monitor our child protection and safeguarding practices and bring to the notice of the Head Teacher and governors any weaknesses or deficiencies. The Governing Body has a duty to remedy any weaknesses that are identified.

At each full Governing body meeting governors will be updated on any current safeguarding matters. In addition, the governors require the Head Teacher to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year. Names of children will not be shared.

Included in the report will be details of:

- The names of members of staff with designated child protection responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers (working with children).
- Details of information and guidance that has been given to staff
- Details of safeguarding and child protection issues included in the curriculum
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- The number of child protection referrals made to Children's Services
- The number of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children who are, or have been, subject to a Child Protection Plan

The report will highlight good practice and any gaps/weaknesses and measures to address and improve current policy, procedures and practice where necessary.

The nominated Governor for safeguarding and child protection, in liaison with the designated staff member, will ensure that the school has an effective safeguarding and child protection policy and that clear procedures are in place which are known to all members of staff (including supply staff) and volunteers and that they and key members of staff have up to date training.

In consultation with the local authority, this policy will be reviewed and updated on an annual basis. A copy will be sent to the LADO (Local Authority Designated Officer).

29. Child Protection in Relation to Other School Policies

This child protection policy should be read in conjunction with other relevant school policies such as the Positive Behaviour Policy, Health and Safety Policy, Single Equality Policy and Staff Code of Conduct.

Lindsay Johnson
September 2021

Review Date: September 2022

Thomas Jones Primary School
Safeguarding and Child Protection
Staff Handbook

This staff handbook should be read in conjunction with the Safeguarding and Child Protection Policy. It is intended to supplement this policy with further detail and to be a practical guide for staff.

CONTENTS

Safeguarding Children: Principles of Good Practice	Page 19
Keeping Children Safe	
Child Protection	Page 20
▪ Responding to concerns	
▪ Recognition and Response	
▪ Definitions of Child Abuse	
Safeguarding – Providing a Safe Environment	Page 21
Safeguarding & Child Protection in Specific Circumstances	page 22
▪ Attendance	
▪ Pupil Behaviour	
▪ Peer on Peer Abuse/Bullying	
▪ Female Genital Mutilation	
▪ Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	
▪ County Lines	
▪ Online Safety	
▪ EYFS	
▪ Health & Safety	
▪ Preventing Radicalisation	
▪ Domestic Abuse	
d. Working Together with Parents/Carers	Page 25
Pupil Information	
Confidentiality	
Referrals to Partner Agencies	
▪ Sharing our Policy	
Adults Working With Children	Page 27
Contacts	Page 29
Appendix 1	Page 30
Appendix 2	Page 31
Appendix 3	Page 37
Appendix 4	Page 39
Appendix 5	Page 41

2. SAFEGUARDING CHILDREN: PRINCIPLES OF GOOD PRACTICE

All children deserve the opportunity to achieve their full potential and the purpose of all intervention is to safeguard and promote the welfare of the child. For those staff who engage with students who experience discrimination in their daily lives or who are from cultures different to those of the professionals, assumption and stereotyping must not be part of our practice and every effort must be made to ensure that cultural issues are understood and that each individual case is dealt with on its own merits.

Teachers and those working in school have day – to – day contact with students in their classes and around the school buildings and have knowledge of child development and behavioural norms. This places these professionals in a unique position to identify and help abused children. However teachers do not decide if something is or is not a child protection issue.

All persons who have any contact with students at this school have a full DBS check prior to working at the school.

This School will ensure that it follows the guidance on Safer Recruitment of Staff.

3. KEEPING CHILDREN SAFE

3.1 Child Protection - Responding to concerns about individual children

3.1.1 All children at Thomas Jones must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

3.1.2 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that he/she has done the right thing in telling
- Explain to the child that in order to keep him/her safe from harm the information that has been shared with must be passed on
- Report what has been disclosed to the Designated Staff Member or a member of the Leadership team in their absence as soon as possible.
- Record, as soon as is practicable, what was said using the child's actual words
- Sign and date the record

NB: If no designated staff member or member of the Leadership Team is available the member of staff should speak directly and immediately to children's social services where the child might be in immediate danger or at risk of harm. (A child would be in immediate danger or at risk of harm if harm is likely to come to them when released from the school premises that day)

3.1.3 The Designated Staff Member for Child Protection will:

- Assess any urgent medical needs of the child
- Consider whether the child has suffered, or is likely to suffer significant harm
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan
- Confirm whether any previous concerns have been raised by staff
- The Designated Staff Member should only inform the parents / carers of the child of any concerns once the Duty Team leader has been consulted and their advice sought
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made
- If the child discloses sexual abuse or sexual abuse is suspected the child must not be questioned and the parents must not be informed until Social Services and the Police Child Abuse Investigation team has been informed and advice given
- Ensure that information is shared on a 'need to know' basis and is treated in absolute confidence. Staff must not discuss the allegation with the child, family members or colleagues

3.1.4 The Designated Staff Member will either make a referral to the child's local authority children's services duty or referral and assessment team or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the local authority.

- 3.1.5 The Designated Staff Member must keep a written record of all contact with other agencies.
- 3.1.6 All paperwork relating to child abuse must be kept in a locked cabinet. All students who are subject to a Child Protection Plan will have Core Group meetings and Case conferences organised by Social Services. The designated Staff Member or a member of the Senior Leadership Team will attend these on behalf of the school. Pupils are aware that these meetings take place and that the school will be presenting a report at the meetings. The Designated Staff Member, Class teacher and School Nurse monitors students who are subject to a Child Protection Plan.
- 3.1.7 The Designated Staff Member, class teacher and School Nurse also monitor pupils who are on the Cause for Concern register.

3.2 Child Protection – Recognition and Response to Abuse

- 3.2.1 Owing to the nature of the day-to-day relationship children at Thomas Jones have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person.
- 3.2.2 All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Staff Member for safeguarding and child protection.
- 3.2.3 All adults working in the school will receive regular Child Protection training in order that their awareness to the possibility of a child suffering remains high.
- 3.2.4 For definitions of Child Abuse see Appendix 2.

3.4 Safeguarding – Providing a Safe Environment

- 3.4.1 All parents and carers of pupils attending Thomas Jones must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:
- Promoting a caring, safe and positive environment within the school
 - Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
 - Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not.
 - Working in partnership with all other services and agencies involved in the safeguarding of children
 - Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
 - Welcoming visitors in a safe and secure manner
 - Undertaking risk assessments when planning out of school activities or trips
 - Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

3.5 Safeguarding & Child Protection in Specific Circumstances

3.5.1 Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

1. We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day.
2. We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day.
3. We will always report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service.
4. We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
5. We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

3.5.2 Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer. All school staff are expected to adhere to the school's expectations regarding professional conduct.

3.5.3 Peer on Peer Abuse

Peer on Peer abuse includes bullying, physical abuse, honour-based abuse, gender based violence, cyber bullying, sexual abuse and violence and sexual harassment, sexting, upskirting and so-called initiation ceremonies. We understand that peer on peer abuse is harmful to children. We have a Positive Behaviour/ Peer on Peer Abuse policy that sets out our aim of ensuring no child becomes a victim of such abuse and the work that we carry out in school to foster an environment where such behaviour is known to be unacceptable. We will always take seriously any reports of such behaviour and respond appropriately. Abuse is abuse and we will never tolerate any such behaviour or pass this off as 'banter' or 'part of growing up'.

Any form of peer on peer abuse should immediately be reported to the designated member of staff for safeguarding, where a full investigation will be undertaken.

A risk assessment for sexual violence and harassment will be completed and clear procedure followed.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our Positive Behaviour Policy.

Upskirting

The Voyeurism (Offences) Act, commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation.

3.5.4 Female Genital Mutilation

Female genital mutilation (FGM) is illegal in the United Kingdom. Since 31 October 2015, teachers in England and Wales have been legally required to report 'known' cases of FGM in under 18s, which they identify in the course of their professional work, to the police. All staff members must undertake this duty but are advised to speak immediately to the DSO to involve them in the process.

In addition if any member of staff suspects or learns of plans for a child to undergo a 'coming of age' ceremony oversees it is essential they see the DSO immediately. If such a ceremony is learnt to have taken place, or if there are any visible signs of a child being in discomfort when sitting, without cause, please also see the DSO immediately.

For statutory guidance, see:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf

3.5.5 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including 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 victim 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 or groups, males or females, and children or adults. The 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 force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Any indication of or information indicating the possibility of CSE or CCE will be immediately reported to the DSO or Deputy in their absence.

3.5.6 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved

in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

3.5.7 Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. At Thomas Jones we aim to educate our whole school community about the need for online safety through our policies, acceptable use agreements, computing curriculum, Personal Development curriculum and ongoing dialogue and have established mechanisms to identify, intervene in, and escalate any incident where appropriate. We have appropriate filters and monitoring systems in place.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

At Thomas Jones we recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an online safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives outside of school.

We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

Staff are regularly reminded that they are prohibited to use personal mobile phones or cameras while working with children and must not store images of children on personal devices.

3.5.8 EYFS

As above all staff in the EYFS are only permitted to use school cameras/devices to take images of the children learning. These must be saved on school computers and not taken off the school premises.

Children in the EYFS are educated in how to identify and keep themselves safe from risks- this is revisited each year across the school with additional risks explored as age appropriate.

3.5.9a Health and Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

3.5.9b Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk forms a part of our safeguarding approach at Thomas Jones. Our Prevent Duty is built into our Personal Development curriculum and we follow the local authority Prevent guidelines to protect our children from the threats of radicalisation and teach children about the dangers of this.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

See Appendix 3 and 4.

Also Home Office Prevent Duty Guidance:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales>

3.5.9c Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to 103 national crime agency human-trafficking. 86 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.

Operation Encompass

Operation Encompass operates in the majority of police forces across England and helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

3.6 Working Together with Parents/Carers

3.6.1. Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details (at least 2 emergency contacts for each child in case of emergencies or in case of welfare concerns at home)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

3.6.2 Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a “need to know” basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

3.6.3. Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child’s parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Family and Children’s Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

3.6.4 Sharing our Policy

Our Safeguarding and Child Protection policy is available to all parents and parents of prospective pupils on our website or as a hard copy- available on request.

4. ADULTS WORKING WITH CHILDREN

4.1 Safer Recruitment

4.1.1 All staff and volunteers working with children in our school will be recruited safely:

Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.

The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.

The advertisement will state that the post is subject to an enhanced Disclosure and Barring Service check.

Applications

We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.

We will scrutinise all completed application forms.

References

We will not accept open references or testimonials.

We will ask for the names of at least two referees.

We will take up references and ask specific questions about the candidate's previous employment or experience of working with children.

We will follow up any vague or ambiguous statements.

We will verify previous employment history.

Appropriate checks are applied to staff and volunteers who come to work at Thomas Jones.

For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure.

Interviews

We will always conduct a face to face interview even when there is only one candidate.

Our interview panel will always contain at least one member trained in safer recruitment practice.

Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.

All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

Appointments

Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.

We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children.

Induction

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

Continuing Professional Development

We will ensure that all staff receive regular training in Child Protection.

Supervision

We will always supervise staff and act on any concerns that relate to the safeguarding of children.

Allegations

We will always follow our locally agreed procedures for the management of allegations against staff.

Dismissal

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child.

5. USEFUL CONTACTS

In an emergency call the police on 999

Social Services RBKC	0207 3613013
NSPCC	0808 800 5000 (staff)
www.nspcc.org.uk	
NSPCC Whistleblowing helpline	0800 0280285
Childline	0800 1111 (pupils)
www.childline.org.uk	
Prevent Team	0208 7532727
prevent@lbhf.gov.uk	

For full details of when to call the police see:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

If a child or anyone else is in immediate danger- call the police immediately.

Appendix 1

CHILD PROTECTION – GUIDELINES FOR STAFF

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Carefully manage displays of affection from children, pointing out what is appropriate.
- Whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and, if possible, inform a colleague. Always keep an appropriate distance between you and the pupil.
- Do not allow children to sit on your lap and never pick a child up.
- Do not engage in conversations about your personal life with pupils.
- If changing a child, do so within sight of another staff member. Encourage even Nursery age children to remove and put on clothing independently where possible.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not have your mobile phone out in the classroom or when on duty at play time or lunchtime. Do not take or share any photographs of children.
- Do not accept students as ‘friends’ on any social media site.
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you.
- Do not teach small groups of pupils/ individuals outside of normal lessons unless there is another member of staff in the school at that time.
- Be mindful of pupils forming particular attachments to you or if they appear particularly needy of your attention. Ensure that the Designated Staff Member for Child Protection (Lindsay Johnson) or the Deputy Designated Staff member for Child Protection (Scott Gourley) are kept informed.

Designated Governor for Safeguarding and Child Protection:	Harriet Bingley
Designated Staff Member for Safeguarding and Child Protection:	Lindsay Johnson
Deputy Designated Staff Member for Safeguarding and Child Protection:	Scott Gourley

Appendix 2

DEFINITIONS OF CHILD ABUSE

Criteria for Registration and Categories Abuse

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: -

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

The following are used for the plan. They are intended to provide definitions as a guide; in some instances more than one category of registration may be appropriate.

Neglect: The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical Abuse: Physical injury to a child (including deliberately poisoning), where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Sexual Abuse: The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

Emotional Abuse: Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All forms of abuse involve some emotional ill treatment.

This category should be used only where it is the sole form of abuse.

Though not an accepted category of abuse in its own right, the vulnerability of children to being seduced by extreme ideological positions is something we take very seriously. Appendix X contains an explanation of the threat of young people being drawn into terrorism, including the statutory ‘Prevent Duty’ which applies to those working in schools and colleges.

NEGLECT

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for:

- dirty unkempt appearance of child, in overall poor condition
- thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors
- mental health issues

Associated factors

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

Action to be taken

If a teacher has concerns about the well being of a child in his / her class, a discussion should take place with the *designated staff member*, records should be kept, and when appropriate Social Services staff are informed by the *designated staff member*.

PHYSICAL ABUSE (Non-Accidental Injury)

Location of injury

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.
- Mental health issues

Common Medical / Physical Findings Associated with Physical Abuse

a) Bruising

- facial bruising around the mouth and ears
- groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

b) Bites

- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body
- bites are never accidental

c) Burns and Scalds

- children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally
- a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

Associated Factors

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident & Emergency Department
- consent for a medical refused by parent

- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

Action to be taken

If a teacher has concerns that a pupil in her / his class may be suffering from physical abuse, *the designated staff member* should be informed, and detailed records kept (including dates of injuries noted). The designated *staff member* will decide if concerns should be shared with parents, and when appropriate, Social Services staff and a designated doctor should be informed.

SEXUAL ABUSE

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

What is sexual abuse?

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- forcing the child to observe others involved in sexual activities
- sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

Signs to look out for:

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil

- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance
- mental health issues

Action to be taken

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the *designated staff member*, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

EMOTIONAL ABUSE

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for:

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusional state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love
- mental health issues

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

Action to be taken

If a teacher is concerned that a pupil in her / his class is being emotionally maltreated, it should be reported to the *designated staff member*, detailed records should be kept, and when appropriate, Social Services staff informed by the *designated staff member*.

Appendix 3

Ideological harm: radicalisation, extremism and the ‘Prevent Duty’

Though not an accepted category of abuse in its own right, the vulnerability of children to being seduced by extreme ideological positions is something we take very seriously. Recent government legislation means that it is helpful to include here a summary of the new ‘Prevent Duty’ for those working in education.

All staff at Thomas Jones school undergo Prevent training every year.

Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism. Consistent with the requirement to promote *fundamental British values*, all staff have a statutory duty to have due regard to the need to prevent children from being drawn into terrorism. In interpreting what is meant by ‘due regard’, we take guidance from the government’s *Prevent* strategy, including the *Channel* programme, which aims to ensure that vulnerable children of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism. Success of this programme depends on effective communication and co-operation between staff, individuals, their families and (where appropriate) the Local Authority and other agencies.

Without undermining values such as freedom of speech, mutual respect and tolerance, all staff must respond to the ideological challenge of extremist views. ‘Extremism’ is defined as vocal or active opposition to *fundamental British values*, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. The definition specifically includes calls for the death of members of our armed forces, whether in this country or overseas. It also includes the notion of *non-violent* extremism, which can create an atmosphere conducive to terrorism, and can popularise views which terrorists exploit. Extremism can take many forms whether ideological, political or religious. It can manifest itself explicitly and aggressively, for example through inciting hatred or a call to arms, or through more subtle and sophisticated channels of propaganda, including social media. These channels exploit aspirational images of success, status and belonging, and personal and moral duty which can capture the imagination of young minds.

Our classrooms are safe spaces where children can understand and discuss a wide range of sensitive topics, including extremism. In the process of promoting critical thinking, and in learning how to challenge terrorist ideologies, we recognise that staff may occasionally find themselves faced with a paradox. In an educational and developmental context, it is natural for children to want to explore and question different views and beliefs, some of which may, if only hypothetically or temporarily, challenge *fundamental British values*. Staff must exercise careful professional judgment in such cases, and above all, whether inside or outside the classroom, they must be particularly alert to risk-indicators of vulnerable children and, if appropriate, must seek further guidance. This is a complex and sensitive area, and over-simplified assessments can increase, rather than reduce risk.

There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment
- Working in partnership with local authorities
- Awareness raising amongst staff.
- Protection from terrorist and extremist material when accessing the internet in school/college
- Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils’ spiritual, moral, social and cultural (SMSC) development. These aspects are addressed through our Personal Development policy.

Specific tasks for the DSL relating to the Prevent Duty

The DSL should establish appropriate and proportionate measures to raise awareness of the Prevent Duty amongst staff and to achieve the following:

- assess the risk of children being drawn into terrorism. Document the risk assessment and any subsequent action plan. Examples of a *Prevent Self-Assessment Template*, and *Prevent Duty Action Plan*, are available here:
<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Educationtoolkit.pdf>
- ensure that safeguarding arrangements take into account the *Prevent* policies and procedures of the Local Authority Strategic Partnership (Local Safeguarding Children Partnership, LSCP).
- ensure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. As a minimum, the DSL should attend WRAP (Workshop Raising Awareness of *Prevent*) training where available, and be aware of the process for referring individual cases of vulnerability to the *Channel* programme, as opposed to local Children's Services in the normal way
- where appropriate, staff should familiarise themselves with general risk indicators for vulnerability to being drawn into terrorism listed in Appendix 4
- ensure that there is appropriate supervision of visiting speakers to the school/college to prevent presentations (including the distribution of materials) which are not contrary to fundamental British values
- the incorporation of any necessary syllabus amendments (e.g. in citizenship, history, politics, religious education)
- protection for children from terrorist or extremist material when accessing the internet

More guidance on the Channel programme is available here:

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

Guidance for schools on how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq is available here:

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

For details of measures to minimise the risk of internet exposure to harmful material, refer to the ICT usage/Social Media policy.

Appendix 4

Risk indicators of being drawn into terrorism

NB references below are to 'child' which includes young people up to the age of 18.

Vulnerability

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?
- Experiences, Behaviours and Influences
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child come into conflict with family over religious beliefs/lifestyle/ dress choices?

- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the perpetrator/ victim of racial or religious hate crime?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child employed any methods to disguise their true identity? Has the child used documents or cover to support this?

Social Factors

- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child experience a lack of meaningful employment appropriate to their skills?
- Does the child display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child demonstrate identity conflict and confusion normally associated with youth development?
- Does the child have any learning difficulties/ mental health support needs?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child have a history of crime, including episodes in prison?
- Is the child a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

Prevent Officer	02087535727 prevent@lbhf.gov.uk
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Appendix 5

Hyperlinks to further information on specific safeguarding topics

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and the NSPCC website.

Schools and colleges can also access broad government guidance on the issues listed below via the embedded links to the GOV.UK website:

Local Safeguarding Children Partnership

<https://www.rbkc.gov.uk/lscb/sites/default/files/atoms/files/LSCP%20Multi-Agency%20Safeguarding%20Children%20Arrangements.pdf>

- child missing from education

<https://www.gov.uk/government/publications/school-attendance>

- child missing from home or care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- child sexual exploitation (CSE)

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

- bullying including cyberbullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- domestic violence

<https://www.gov.uk/domestic-violence-and-abuse>

- drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

- early help

<https://www.rbkc.gov.uk/health-and-social-care/early-help-families>

- fabricated or induced illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

- faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

- female genital mutilation (FGM)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

- forced marriage

<https://www.gov.uk/forced-marriage>

- gangs and youth violence
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
<https://www.rbkc.gov.uk/community-and-local-life/community-safety/crime-prevention/young-people-and-crime>
- gender-based violence/violence against women and girls (VAWG)
<https://www.gov.uk/government/policies/violence-against-women-and-girls>
- honour based violence
<https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers/harmful-practices>
- mental health
<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- peer on peer abuse
<https://safeguarding.network/safeguarding-resources/peer-peer-abuse/>
- private fostering
<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- preventing radicalisation
<https://www.gov.uk/government/publications/channel-guidance>
- sexting
<file:///C:/Users/emmaj/AppData/Local/Microsoft/Windows/INetCache/IE/4U0D3P5E/Sexting%20in%20Schools%20Guidance%20%E2%80%93%20for%20Designated%20Safeguarding%20Leads%20to%20read.pdf>
- teenage relationship abuse
<https://www.gov.uk/government/collections/this-is-abuse-campaign>
- trafficking
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- vulnerabilities of learners with SEN and disabilities
<file:///C:/Users/emmaj/AppData/Local/Microsoft/Windows/INetCache/IE/B8801L1B/Online-Safety-for-SEND.pdf>