



# LADY BANKES

PRIMARY SCHOOL

## SAFEGUARDING & CHILD PROTECTION POLICY SEPTEMBER 2025

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Kate Needs	September 2025	September 2026

## POLICY STATEMENT AND PRINCIPLES

*All staff must adhere to Lady Bankes Primary School's policies and procedures. Staff must treat all children with respect and dignity, be honest and act professionally at all times.*

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of 'it could happen here' where safeguarding is concerned. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our schools and to inform parents and guardians how we will safeguard their children whilst they are in our care. This policy is a key document in safeguarding and child protection procedures across Lady Bankes Primary School.

This policy is available on the school website. A hard copy can be requested via the school admin office.

At Lady Bankes Primary School we are committed to promoting positive wellbeing and mental health for all of our pupils, staff and the wider school community. We will strive to create a whole school approach. We are committed to creating an environment where the whole community feels safe, valued and respected. This transcends all our policies which aim to support children and their families and our staff. These include but are not limited to Safeguarding and Child Protection, Behaviour, Anti Bullying, Attendance, Equality, SEND, RSE.

## OUR CORE SAFEGUARDING PRINCIPLES ARE:

- The school's responsibilities to safeguard and promote the welfare of children are of paramount importance.
- Safer children make more successful learners.
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Local Safeguarding Children Board (LSCB).

## OUR CHILD PROTECTION PRINCIPLES ARE:

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

### OUR POLICY AIMS ARE:

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practices.
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.

### **TERMINOLOGY**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DSL** refers to the designated safeguarding lead at the school.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### SAFEGUARDING LEGISLATION AND GUIDANCE

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only).
- The Teacher Standards 2012.
- Working Together to Safeguarding Children December 2023.
- Keeping Children Safe in Education September 2025.
- What to do if you're worried a child is being abused 2015.
- Advice for schools on Prevent Duty.
- Mandatory Reporting of FGM procedural Information.
- Sexual violence and sexual harassment between children in schools and colleges (September 2021)
- Working Together to Improve School Attendance (August 2024)

## ROLES AND RESPONSIBILITIES

### Staff Responsibilities

**All** staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend child protection training (including online safety, and an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring), at least annually, and be regularly updated as required
- Be familiar with the school's child protection policy and procedures
- Maintain an attitude of 'it could happen here' with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day and record information on CPOMS.
- If the disclosure is an allegation against a member of staff they will follow the allegations procedure.
- Follow the procedures set out by the LSCB and take account of guidance issued by the DfE.
- Support children in line with their child protection plan.
- Treat information with confidentiality but never promising to 'keep a secret'.
- Notify the DSL or DDSLs of any child on a child protection plan who has an unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child/children and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support children and provide early help.
- Ensure they know who the designated safeguarding lead and deputy leads are and know how to contact them.

### THE DESIGNATED SAFEGUARDING LEAD RESPONSIBILITIES (DSL):

- Has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- Is appropriately trained every two years, with regular updates at least annually.
- Acts as a source of support and expertise to the school community.
- Has a working knowledge of Hillingdon Safeguarding Partnership procedures.
- Makes staff aware of Hillingdon Safeguarding Partnership training courses and the latest policies on safeguarding.
- Keeps detailed written records of all concerns, ensuring that such records are stored securely (using CPOMS) and flagged on, but kept separate from, the pupil's general file.
- Refers cases of suspected abuse to children's social care or police as appropriate.

- Ensures that when a pupil leaves the school, their child protection file/ information is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained or via CPOMS.
- Attends and/or contributes to child protection conferences.
- Coordinates the school's contribution to child protection plans.
- Develops effective links with relevant statutory and voluntary agencies including the Hillingdon Safeguarding Partnership.
- Ensures that the safeguarding and child protection policy and procedures are reviewed and updated annually and liaises with the nominated governor.
- Makes this policy available publicly.
- Ensure that the school has at least two contact numbers, where reasonably possible, for each child attending the school.

### DEPUTY DESIGNATED SAFEGUARDING LEADS:

They are trained to the same level as the DSL every two years and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of a DSL, the relevant deputy will assume all of the functions above.

The DSL and the DDSLs will both have the complete safeguarding picture relating to the school and be the most appropriate people to respond to any safeguarding concerns.

### CHILD SEXUAL EXPLOITATION (CSE) CHAMPION:

- Is the DSL in Lady Bankes Primary School
- Will keep up-to-date with developments, policy and procedures in relation to CSE.
- Act as a focal point with the organisations.
- Will provide advice and signposting in relation to individual cases.
- Ensure that Child Protection procedures are followed and appropriate referrals are made.

### GOVERNING BODY RESPONSIBILITIES

Ensure that:

- The school has effective safeguarding policies, training and procedures, including a safeguarding and child protection policy and a staff code of conduct and which comply with the law at all times.
- Recruitment, selection and induction follow safer recruitment practice.
- Allegations against staff are dealt with by the Headteacher.
- Staff have been trained appropriately and this is updated in line with guidance.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- The Chair of Governors is responsible for handling allegations against the Headteacher.
- The safeguarding and child protection policy is updated at least annually and available publicly on the school website.
- Children are taught about safeguarding, including online, through teaching and learning opportunities.

- Appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Review the DfE's filtering and monitoring standards
- Opportunities are provided for staff to contribute and shape safeguarding arrangements and child protection policy so recognising experience and expertise of their staff.
- All staff read at least part one of 'Keeping Children Safe in Education' (September 2025).
- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in part one of Keeping Children Safe in Education (September 2025).

## KEY PERSONNEL

The designated safeguarding lead (DSL) for child protection is: Mrs K Needs

Contact details:

email: [kneeds@ladybankes.school](mailto:kneeds@ladybankes.school)

tel: 01895-634318 or 01895 634180

The deputy designated safeguarding leads are: Ms C Taylor (Senior Assistant Head) and Miss K Cronin (Assistant Head)

The nominated safeguarding governor is: Joanne Coxwell (Chair of Governors)

The Local Authority Designated Officer (LADO) is Hannah Ives  
[lado@hillingdon.gov.uk](mailto:lado@hillingdon.gov.uk) 07753431285

The headteacher coordinates child protection arrangements.

## GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

Good practice includes:

- Treating all pupils with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving pupils in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among pupils.
- Being a good listener.
- Being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation.

- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the school's safeguarding and child protection policy, staff code of conduct and guidance documents on wider safeguarding issues.
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.
- Referring all concerns about a pupil's safety and welfare to the DSL or DDSs, or, if necessary directly to police or children's social care.

### CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Children with special educational needs (SEND) can provide additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in relation to this group of children. This can include:

- Assumptions that indicate possible abuse such as behaviour, mood and injury relate to the child's impairment without further explanation.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Staff should be aware that behaviour, mood and injury may relate to possible abuse and not just SEN or disability.
- Higher risk of peer group isolation or bullying (including prejudiced-based bullying) than other children.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so
- These pupils may need extra pastoral support.

### OTHER VULNERABLE GROUPS

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. Whilst all children should be protected we recognise that some groups of children, are potentially at greater risk of harm than others (both online and offline). To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion,

- disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

### CHILDREN WHO ARE ABSENT FROM EDUCATION

Attendance, absence and exclusions are closely monitored. If a child goes missing from education that may be a potential indicator of abuse and neglect, including sexual abuse or exploitation, and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, female genital mutilation and forced marriage. The DSL monitors unauthorised absence and takes appropriate action following the 'Working together to improve school attendance' (August 2024) guidance including notifying the local authority when being absent from school may increase known risks regarding families. We work closely with our families to ensure good attendance at school.

### WHISTLE BLOWING PROCEDURE

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy (*displayed within the school*) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

### ALLEGATIONS AGAINST STAFF

If a concern is raised about the practice or behaviour of a member of staff (including supply staff or volunteers) this information will be recorded and passed to the DSL of the school. The Local Authority Designated Officer (LADO) will be contacted and the relevant guidance followed. The full procedures for dealing with allegations against staff can be found in Part Four of *Keeping Children Safe in Education (DfE, September 2025)* and in the school's 'Allegations of Abuse Against Staff' policies and procedures. Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

The school expects staff to share any low level concerns and for them to know that they will be taken seriously. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing

a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
  - having favourites
  - taking photographs of children on their mobile phone, contrary to school policy
  - engaging with a child on a one-to-one basis in a secluded area or behind a closed door,
- or
- humiliating children

Any allegations will be dealt with following the school's 'Allegations of abuse against teachers and other staff' policy.

## STAFF TRAINING

All staff members are required to undergo child protection training that is regularly updated. They also receive regular safeguarding and child protection updates as required but at least annually. It is important that all staff receive regular training as required to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

The designated lead will undergo formal training at least every two years. In addition to formal training, their knowledge and skills will be updated at regular intervals, but at least annually. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

New staff and governors will receive a briefing during their induction, which includes the school's safeguarding and child protection policy and staff code of conduct (which is part of the staff handbook). All reporting and recording arrangements can be found in the safeguarding and child protection document as well as details of the DSL. All staff sign to say that they have read the staff handbook and will follow the code of conduct annually.

## ONLINE SAFETY INCLUDING FILTERING AND MONITORING

The school has robust filtering and monitoring systems in place to ensure that the children have a safe environment in which to learn. We work with Inspire ICT and LGFL to ensure that the children are not exposed to risks. These companies regularly review the effectiveness of these systems and this is validated by the governing body. The school follows the recommendations set out in the DfE 'filtering and monitoring standards'. Staff have regular training and know to report to the HT (DSL), Computing Leads or SBM if they have concerns. The DSL has responsibility for overseeing online safety and the monitoring

and filtering systems in place at school- this includes the use of AI. Children are taught what to do if they experience material that is distasteful, uncomfortable or threatening both during and out of school hours and premises (see E-Safety policy).

As a school we regularly review the filters and monitoring systems to keep the children safe online and not able to access inappropriate online material through liaison with our ICT providers (LGFL and Inspire ICT). We ensure that the children are not able to access the four areas of risk: content, contact, conduct and commerce. Children, and parents, have regular reminders of how to keep themselves safe online during their computing lessons and as appropriate across the curriculum. This includes informing children about the risks of disinformation, misinformation and conspiracy theories as appropriate.

The school is aware of the increased use of Generative AI. The school's filtering and monitoring requirements apply to the use of generative AI in education and the school will provide appropriate training for staff.

### SAFER RECRUITMENT

Our school complies with the requirements of Keeping Children Safe in Education (DfE September 2025) and the Hillingdon Safeguarding Partnership by carrying out the required checks and verifying the applicant's identity, qualifications and work history using GOV.UK verification procedures. The school's safer recruitment procedures are intended to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in school. Online searches will be carried out for all shortlisted candidates and they will be informed of this when invited for interview.

At least one member of each recruitment panel will have attended safer recruitment training.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the schools have been appropriately checked.

The school maintains a single central record of recruitment checks undertaken.

### VOLUNTEERS

Volunteers, including governors, will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised as they will not be undertaking regulated activities.

### VISITORS AND OUTSIDE SPEAKERS

The school ensures that any outside speakers will deliver age appropriate information or activities and will have liaised with them about content prior to the visit.

## CONTRACTORS

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

## SITE SECURITY

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

If the school receives notification of a safeguarding incident when an individual or organisation was using the school premises we will follow our safeguarding procedures, including informing the LADO.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

## ALTERNATIVE PROVISION

Where the necessity arises for the school to use an alternative provision for a pupil it will continue to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The school will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment. The school will regularly review the alternative provision placement. Reviews will be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs.

## STAFF/PUPIL ONLINE RELATIONSHIPS

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication, including mobile devices, with pupils (see staff 'Code of Conduct' as part of the school's staff handbook). Staff found to be

in breach of these rules may be subject to disciplinary action or a child protection investigation.

## CHILD PROTECTION PROCEDURES

### RECOGNISING ABUSE

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people. Keeping Children Safe in Education (DfE 2025) refers to four categories of abuse. These are set out in Part One and Annex A.

### BULLYING

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Anti-Bullying policy and procedures. This policy can be accessed via the school website.

## LADY BANKES PRIMARY SCHOOL'S CHILD PROTECTION PROCEDURES:

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here" and raise any concerns that they have. The following procedures apply to all staff and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

### PUPIL DISCLOSURES TO MEMBERS OF STAFF:

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they

must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils, staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- log the concern on CPOMS as soon as possible (if unable to access a computer complete the **safeguarding recording form** and hand it to the DSL as soon as possible)
- seek support if they feel distressed.

### **IF A MEMBER OF STAFF SUSPECTS ABUSE OR HAS A DISCLOSURE OF ABUSE MADE TO THEM THEY MUST:**

- Make an initial record of the information on CPOMS or pink sheets if access to a computer is not possible.
- **Report your concern IMMEDIATELY to the DSL or DDSLs.**
- Do not start your own investigation.
- The DSL will consider if there is a requirement for immediate medical intervention, however, urgent medical attention should not be delayed if they are not immediately available.
- Complete a record of concern on CPOMS as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussion the member of staff was involved in.
  - Any injuries.
  - Explanation given by the child/adult.
  - What action was taken.
  - Any actual words/phrases used by the child.
  - The records must be signed and dated by the author.
- Seek support for yourself if you are distressed.

### **FOLLOWING A REPORT OF CONCERNS FROM A MEMBER OF STAFF THE DSL MUST:**

1. Decide whether or not there is a sufficient ground for suspecting significant harm in which

case a referral must be made to the Multi-Agency Safeguarding Hub (MASH) via Hillingdon Stronger Families Hub. Whilst the DSL will usually decide whether to make a referral staff can make referrals themselves.

2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.

3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm schools the DSL must contact the MASH team at the Local Authority Stronger Families Hub (01895 556006) and both verbally and using the online form make a clear statement of:

- o The known facts
- o Any suspicions or allegations.
- o Whether or not there has been any contact with the child's family.

If the DSL feels unsure about whether a referral is necessary they will contact the Hillingdon MASH team or the Lead Child Protection Officer for Schools- Nicole Diamond (07943 097366).

4. If they is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the 'Early Help' process and liaise with the Stronger Families Hub.

5. The DSL must confirm any referrals in writing to the MASH team within 24 hours, using the online Stronger Families Hub form which will provide the MASH team with the supplementary information required about the child and family circumstances and will help them to make a decision about each case.

6. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify the MASH team via the Stronger Families Hub of the occurrence and what action has been taken.

7. Where there are doubts or reservations about involving the child's family the DSL should clarify with the Stronger Families Hub or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

8. When a child in need of *urgent* medical attention and there is suspicion of abuse the DSL should take the child to the A&E unit at Hillingdon Hospital, having first notified the MASH team via the Stronger Families Hub. The DSL should seek advice about what action the MASH team will take and about informing the parents, remembering that parents should normally be informed about urgent hospital attention.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (September 2025)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and online using CPOMS.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

## CHILD-ON-CHILD ABUSE

All staff should be aware that children can abuse other children and this can happen both inside and outside of school and online. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Abuse is abuse and should never be passed off as 'banter' or 'part of growing up'. If staff have any concerns regarding child-on-child abuse they should speak to the DSL. All inappropriate behaviours should be challenged.

The school recognises that it can present itself in many forms such as bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting, upskirting and initiating/ hazing type violence and rituals.

Victims of child on child abuse will be supported through various support mechanisms including but not limited to the following:

- Close monitoring of their classroom and playground behaviour.
- Assigning of a member of staff who the victim feels comfortable with as a 1:1 mentor.
- Working with the family to support the victim outside of school if necessary.
- Use of any outside agencies if deemed appropriate

## CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The school has a **zero-tolerance** approach to sexual violence and sexual harassment in any of its contexts, including sexting, physical behaviour or comments. It is never acceptable and will not be tolerated.

Children who are victims of sexual violence and sexual harassment will be taken seriously and offered appropriate support. Staff are aware that some groups of pupils are potentially more at risk. Evidence shows that girls, children with SEND and LGBTQ+ children are at greater risk.

Staff are aware of the importance of:

- Making it clear that sexual violence and harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'just having a laugh', or 'boys being boys';
- Not dismissing or tolerating behaviour such as inappropriate touching but challenging it.
- Child-on-child sexual violence and sexual harassment can happen (see Part 5 of KCSIE 2025).
- Knowing that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and it is not being reported

- Knowing that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously

At school we minimise the risk of allegations against other children by:

- Providing a developmentally appropriate PHSE syllabus which develops children's understanding of acceptable behaviour and keeping themselves safe.
- Having a planned RSE curriculum delivered in regularly timetabled lessons and which are reinforced through the whole curriculum.
- Having systems in place for any child to confidentially raise concerns with staff, knowing that they will be listened to, believed and valued. Children know that they can talk to any adult and that they will be listened to and taken seriously.
- Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk.
- Developing robust risk assessments and providing targeted work for children identified as being a potential risk to other children.

Incidents of sexual violence or sexual harassment will be dealt with on a case-by-case basis including following the school's behaviour policy or making a referral to Hillingdon Stronger Families Hub.

### SHARING OF NUDES AND SEMI-NUDES (SEXTING)

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

Staff MUST NOT:

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

Staff should explain that they need to report the incident and reassure the pupil(s) it involves that they will receive support and help from the DSL.

### INITIAL REVIEW MEETING

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff- this may include the staff member who reported the incident and the DDSLs. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to the pupil(s)
- If a referral needs to be made to the police or Stronger Families
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases the images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school college, setting or individual
- Whether to contact the parents or carers of the pupil/s involved (in most cases the parents/ carers should be involved)

The DSL will make an immediate referral to the police and/ or Stronger Families if:

- The incident involves an adult
- There is a reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to Special Educational Needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the image/ video is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply the DSL, in consultation with other members of staff, as appropriate, may decide to respond to the incident without involving the police or Stronger Families. The decision will be made and recorded in line with the procedures set out in this policy.

### FURTHER REVIEW BY THE DSL

If at the initial review stage a decision has been made not to refer to the police and/or Stronger Families the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupil/s involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to Stronger Families and/or the police immediately.

### INFORMING PARENTS/ CARERS

The DSL will inform parents/ carers at an early stage and keep them involved in the process, unless there is good reason to believe that involving them would put them in risk of harm.

### REFERING TO THE POLICE

If it is necessary to refer an incident to the police, this will be done through dialling 101.

All incidents will be recorded on CPOMS.

### EQUALITY

Staff at school must not discriminate against pupils because of their protected characteristics. Pupils must be supported and action must be taken if there is evidence that they are being targeted by other pupils (see the Equality Policy).

### EARLY YEARS FOUNDATION STAGE

All the requirements of this policy apply equally to children in EYFS so far as they are relevant to this age group. In addition, the following safeguarding and child protection policy and procedure for the EYFS applies, in line with the Statutory framework for the Early Years Foundation Stage:

- Parents and carers are prohibited from taking any photographs or recordings of children in the Early Years setting, the only exception would be in the event of a school performance
- The school will seek parental permission to take photographs of the children, which must be linked to the teaching of the curriculum and they will only use school equipment for this purpose
- Staff must not use mobile phones whilst the children are present unless in an emergency situation (and agreed with a member of SLT)
- School iPads/ recording devices should be used for all recording/ photographic purposes, both in and out of school. These images should only be printed out at school and staff should not take home any photographs or recordings of children under any circumstances
- Further information is available in the school policy on acceptable use of technology. The school actively discourages parents/ carers from posting images of pupils taken at school on any social media.

## ALLEGATIONS AGAINST OTHER CHILDREN WHICH ARE SAFEGUARDING ISSUES (CHILD ON CHILD ABUSE)

Occasionally, allegations may be made against children by other children in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against another child, some of the following features will be found.

If the allegation:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child.
- Is of a serious nature, possibly including a criminal offence.
- Raises risk factors for other children in the school.
- Indicates that other children may have been affected by this child.
- Indicates that young people outside the school may be affected by this child.

Examples of safeguarding issues against a child could include:

### Physical Abuse

- Violence, particularly pre-planned,
- Forcing others to use drugs or alcohol.

### Emotional Abuse

- Blackmail or extortion.
- Threats and intimidation.

### Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assault.
- Forcing others to watch pornography or sexting.

### Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (for example, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight).
- Photographing or videoing other children performing indecent acts.

## PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST OTHER CHILDREN WHICH ARE SAFEGUARDING ISSUES (CHILD-ON-CHILD ABUSE)

When an allegation is made by a child against another child:

- Members of staff should consider whether the complaint raises a safeguarding concern,
- If there is a safeguarding concern the DSL should be informed.
- Factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the MASH team via the Stronger Families Hub and/or Lead Child Protection Advisor for Schools (Nicole Diamond) to discuss the case.
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If an allegation indicates that a potential criminal offence has taken place the Lead Child Protection Advisor for Schools will refer the case to MASH where the police will become involved.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy for the children's files or on CPOMS.
- It may be appropriate to exclude the child who has had an allegation made against them for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the schools consider a safeguarding risk is present a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow up evaluation with everyone concerned.

Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible. Examples of child on child abuse can also include 'sexting'.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

## USE OF REASONABLE FORCE

There may be occasions in school when it is appropriate for staff to use reasonable force to safeguard children. Members of our staff are trained in positive handling and they will intervene in situations where restraint is required (see positive handling policy).

## SO-CALLED 'HONOUR-BASED' ABUSE (INCLUDING FEMALE GENITAL MUTILATION AND FORCED MARRIAGE)

So-Called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community. All forms are abuse and should be handled and escalated as such.

Female Genital Mutilation (FGM) is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

It is a statutory duty (as inserted by section 74 of the Serious Crime Act 2015) that teachers must **personally** report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

## **THE PREVENT DUTY**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

**Extremism** is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **MUST** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

School staff receive training to help to identify signs of extremism and all staff must complete Prevent training on an annual basis. Opportunities are provided in the curriculum

to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

If staff have concerns that a child is at risk of radicalisation the DSL will make a referral to the Channel Programme - (the Local Authority contact is Fiona Gibbs).

## OTHER SAFEGUARDING CIRCUMSTANCES

### PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

### LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse or neglect. The schools ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children (Miss K Cronin) will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

### CHILDREN AND THE COURT SYSTEM

The school will provide support for any children who are required to give evidence in court for either crimes committed against them or for crimes they have witnessed. The school will follow the DfE guidance.

### CHILDREN WITH FAMILY MEMBERS IN PRISON

The school will support any pupils who have a parent in or sent to prison. These pupils can be at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

### CHILD CRIMINAL EXPLOITATION (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into

moving drugs or money across the country (county lines, see below for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

### CHILD SEXUAL EXPLOITATION (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact- it can also occur through the use of technology.

- CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- It can include both contact (penetrative and non-penetrative acts) and non- contact sexual activity;
  - may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

### 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.

## 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, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. 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 Mechanism 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.

## DOMESTIC ABUSE

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Abuse can be, and not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse and may see, hear or witness the effects of abuse at home. This can have an impact on their health, well-being, development and ability to learn.

## OPERATION ENCOMPASS

Operation Encompass operates in the majority of police forces across England. It 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. The school is signed up to Operation Encompass and the school’s DSL email box is checked by the DSL daily.

## HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The school’s DSL and DDSs will be aware of the contact details and referral routes in to the Local Housing Authority so that any concerns can be raised at the earliest

opportunity.

### WORK EXPERIENCE

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2025)*.

### TRAINEE/STUDENT TEACHERS

School-salaried or apprentice trainee teachers must have all the necessary checks completed and an advanced DBS check (including the children's barred list information) obtained. Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks.

### UPSKIRTING

Upskirting is now a criminal offence. Upskirting is 'taking a picture under a person's clothing .....to obtain sexual gratification, or cause humiliation, distress or alarm'.

### SERIOUS CRIME

School should recognise where pupils may be at risk from serious crime. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

All staff should report any concerns to the DSL who will contact Hillingdon AXIS team.

### SAFEGUARDING INCIDENTS OUTSIDE OF SCHOOL

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### MENTAL HEALTH

All staff should also be 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, 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. 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.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures in this policy, speaking to the designated safeguarding lead or a deputy as a priority.

### CHILDREN WHO ARE LESBIAN, GAY, BISEXUAL, OR GENDER QUESTIONING

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience. As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

### OTHER RELATED SAFEGUARDING POLICIES

This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

## APPENDIX ONE

### FOUR CATEGORIES OF ABUSE

#### PHYSICAL ABUSE

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### EMOTIONAL ABUSE

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

#### SEXUAL ABUSE

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

#### NEGLECT

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## INDICATORS OF ABUSE

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

## APPENDIX TWO

### RELATED SAFEGUARDING POLICIES

- Staff behaviour/code of conduct (this is part of the Lady Bankes Primary School staff handbook)
- Behaviour Policy
- Complaints procedure
- Anti-Bullying Policy
- Whistleblowing Policy
- SEND Policy
- Safer Recruitment and Selection Policy and Procedure
- Dealing with allegations of Abuse Against Teachers and Other Staff
- Grievance Policy and Procedure
- Disciplinary Policy and Procedure
- E-Safety Policy
- Data Protection Policy
- Equality Policy
- Positive Handling Policy
- Capability policy
- Social Media Policy