

DE BOHUN PRIMARY SCHOOL CHILD PROTECTION POLICY



SEPTEMBER 2018
REVIEW SEPTEMBER 2019

THIS POLICY IS UPDATED TO INCLUDE GUIDANCE FROM
KEEPING CHILDREN SAFE IN EDUCATION (KCSIE
SEPTEMBER 2018)

Child protection and safeguarding policy

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Reviewed by:

Designated Safeguarding Lead Zoe Ansell
Date: September 2018

Deputy Designated Safeguarding Lead(s) Suzanne Ashworth, Dominic Smart, Jo Auvache, Sadie Moorhouse and Zinat Ismail
Date: September 2018

Headteacher Dominic Smart
Date: September 2018

Nominated Governor Clare Lindop
Date: September 2018

Adopted by governors _____

Policy statement and principals

Our safeguarding policy cannot be separated from the general ethos of the school, which aims to ensure that pupils/students may learn in a safe environment. Pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Governors and staff have due regard to the statutory guidance regarding safeguarding children. Governors recognise that all members of staff, including volunteers, have a full and active part to play in protecting our pupils from harm. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance 'Working together to safeguard children.' School systems are designed to fulfil these requirements.

Safeguarding and promoting the welfare of children is everyone's responsibility. The governors and staff of De Bohun School fully recognise the contribution they make to safeguarding children. We recognise that all members of staff, including volunteers, have a full and active part to play in protecting our pupils from harm. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure the approach is child centred. This means that they should consider, at all times, what is in the best interest of the child.

All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

This policy is one of a series in the school's integrated safeguarding portfolio.

This policy is available on the school website, displayed on staff boards and is included on the school's shared computer system drive.

The aims of this policy are:

To provide a safe learning environment for children attending this school

To ensure that the school is a safe place for children to learn.

To support the child's development in ways that will foster security, confidence and independence.

- To ensure all members of staff understand the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To ensure all members of staff understand the need for clear communication, and implementation of policy, in relation to matters of child protection/safeguarding children
- To maintain a structured procedure which is followed by all members of the school community where abuse or risk of harm is suspected.
- To continue to promote effective working relationships with other agencies, especially the Police and Children's Social Services.
- To work with families to promote the safety of children who attend this school.
- To ensure that all adults within our school community who have contact with children have been checked as to their suitability as part of the recruitment and selection process, including visitors.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school procedures for safeguarding children will comply with the Enfield Safeguarding Children Board (ESCB) procedures. The ESCB has adopted and follow the London Child Protection Procedures (5th edition)

Policy principles

- 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

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 Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguard Children February 2018
- Keeping Children Safe in Education September 2018
- What to do if you're worried a child is being abused 2015

Roles and responsibilities

Key personnel

The designated safeguarding lead (DSL) for child protection is Zoe Ansell (DHT)

Contact details: email: z.ansell@debohun.enfield.sch.uk 02084417728

The deputy designated lead(s) are Suzanne Ashworth (SENCO) s.ashworth@debohun.enfield.sch.uk,

Dominic Smart. (HT) Jo Auvache (AHT) Sadie Moorhouse (AHT) Zinat Ismail (Children's Centre Manager)

Contact details: email: office@debohun.enfield.sch.uk

The nominated child protection governor is Clare Lindop

Contact details: email: office@debohun.enfield.sch.uk

The Headteacher is Dominic Smart

Contact details: email: head@debohun.enfield.sch.uk 02084417728

Designated staff undertaking regular training	:	Zoe Ansell Dominic Smart Jo Auvache Sadie Moorhouse Suzanne Ashworth Zinat Ismail
Designated staff Undertaking regular training - in Children's Centre	:	Zinat Ismail
Referral to Local Designated Officer (LADO) as appropriate:		Maria Anastasi 0208 379 2850
Enfield LA PREVENT officer		Suj Ponnampalam 02083796137
PREVENT Engagement Officer		PC Garrett Pennery 1691SO 07887 546395
Enfield Social Services		020 8379 5555

All schools should appoint a member of the senior leadership team to coordinate child protection arrangements.

The Designated Safeguarding Lead (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, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of ESCB procedures
- makes staff aware of ESCB training courses and keeps a log of the annual signing of the policy by all members of staff.
- keeps detailed written records of all concerns, ensuring that such records are stored securely 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 is passed to the new

school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained

- 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 LSCB
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate
- DSL and Chair of Governors meet annually to complete the NSPCC safeguarding audit. The audit is shared with the Headteacher.
- makes the child protection policy available publicly, on the school's website or by other means.

The deputy designated safeguarding lead(s):

Is/are trained to the same level as the DSL and, in the absence of the DSL or at their delegation, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above. In De Bohun Primary School and De Bohun Hub Children's Centres there are also additionally trained designated safeguarding staff to ensure adequate coverage of children's safeguarding.

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 child protection policy, staff handbook and 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, if necessary directly to police or children's social care

Pupil collection from school

- Collection during the school day including medical appointments, parents/carer to inform the school office and sign out.
- Staff to ensure children are released to a known adult at the end of the school day and if unsure to check with the school office who will contact parents.
- Parents who wish children to go home alone will contact the office and sign a declaration.
- A member of staff will accompany a supply/cover teacher when dismissing children in EYFS/KS1.
- Supply/cover teacher to ask KS2 pupils to identify known adults before dismissal.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

The school's Essential Information and Expectations Booklet/Code of Conduct sets out our expectations of staff and is signed by all staff members.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. 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. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- 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 have returned from care.
- Children frequently missing from school.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Child Missing from Education

All children are entitled to a full time education. The school has appropriate safeguarding procedures and responses for children who go missing from education.

The school community will therefore:

- Inform the local authority of any pupil who is going to be deleted from the admissions register according to guidelines set out in 'Keeping children safe in education' (September 2018)
- Inform the local authority when a pupil will be deleted from the register. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.
- Inform the local authority of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more, at such

intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

- All relevant agencies will be informed such as Educational welfare Service (EWS) and the Local Educational Authority (LEA) in accordance to the admission and attendance policies and the document 'Keeping Children safe in education (2018).'
- Contact social services within 48 hours if a child is subject to a Child Protection plan is absent from school.

Allegations against staff and volunteers

We understand that a pupil may make an allegation against a member of staff and volunteers.

If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the Enfield's Lead Officer for Safeguarding and Child Protection.

The school will follow the All London Child Protection Procedures for managing allegations against staff.

Whistle blowing if you have concerns about a colleague

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 code policy 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.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's child protection policy and staff handbook, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, Headteacher and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2018) and the ESCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full and can be found on the school's shared computer drive and on the school website.

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 school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken and this record is checked regularly by the Headteacher and termly by the lead safeguarding governor.

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.

Site security

All visitors to the school 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. 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's day.

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 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.

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 in line with our Educational Visits Policy.

Staff/pupil online relationships

Guidance regarding staff/pupil online relationships can be found in the staff handbook and staff code of conduct documents. The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

Child protection procedures

Early help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

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 2018) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Peer on Peer Abuse (see Appendices 5 and 6)

Staff recognise that children are capable of abusing their peers and follow procedures to minimise the risk of peer on peer abuse. Staff consider what the abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individuals involved and what preventative strategies may be put in place to reduce further risk of harm. Staff follow the anti-bullying guidance when a child discloses they have been bullied. Support is given to the young person who has been harmed and the young person who displayed harmful behaviour. This support depends on the individual young person.

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 tackling-bullying procedures which can be accessed from the staff handbook and the school's behaviour and anti-bullying policies.

Taking action

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”. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you are concerned about a pupil’s welfare (see Appendices 3 and 4)

There will be occasions when staff may suspect that a pupil may be at risk. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **Logging a Concern Record** to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

No single professional can have a full picture of a child’s needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

If a pupil discloses to you

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 immediately.** 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
- complete the **logging a concern form** and hand it to the DSL immediately.
- seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Confidentiality and sharing information

Office staff will ensure all pupil and parent's records are up to date through termly data collection. 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, Headteacher 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 (2018)*' 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 General Data Protection Regulation (2018). 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 the school file will be 'tagged' to indicate that separate information is held.

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 General Data Protection Regulation (2018), 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 General Data Protection Regulation (2018) does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request. Requests may be made via the school office.

When a child changes school contact is made with the DSL and relevant records are sent securely.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm.

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.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputies, the Headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. 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.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. 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.

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. This relationship will involve an imbalance of power. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they

perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

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

Honour-Based Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

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.

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 being allowed to return to England.

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion

- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff have participated in online training. The DSL, Headteacher and Chair of Governors have attended training on Working to Raise the Awareness of Prevent. (WRAP).

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).

All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.

We seek to protect children against the messages of all violent extremism. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the designated safeguarding lead or deputy.

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.

Related safeguarding policies

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

Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures 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 DSL 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.

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 (2018)*. The procedures are kept in the school office and administered by members of the Senior Leadership Team and school office staff.

Children staying with host families (not applicable to De Bohun Primary School at present)

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the school follows the guidance in Annex E of *Keeping Children Safe in Education (2018)* to ensure that hosting arrangements are as safe as possible.

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:

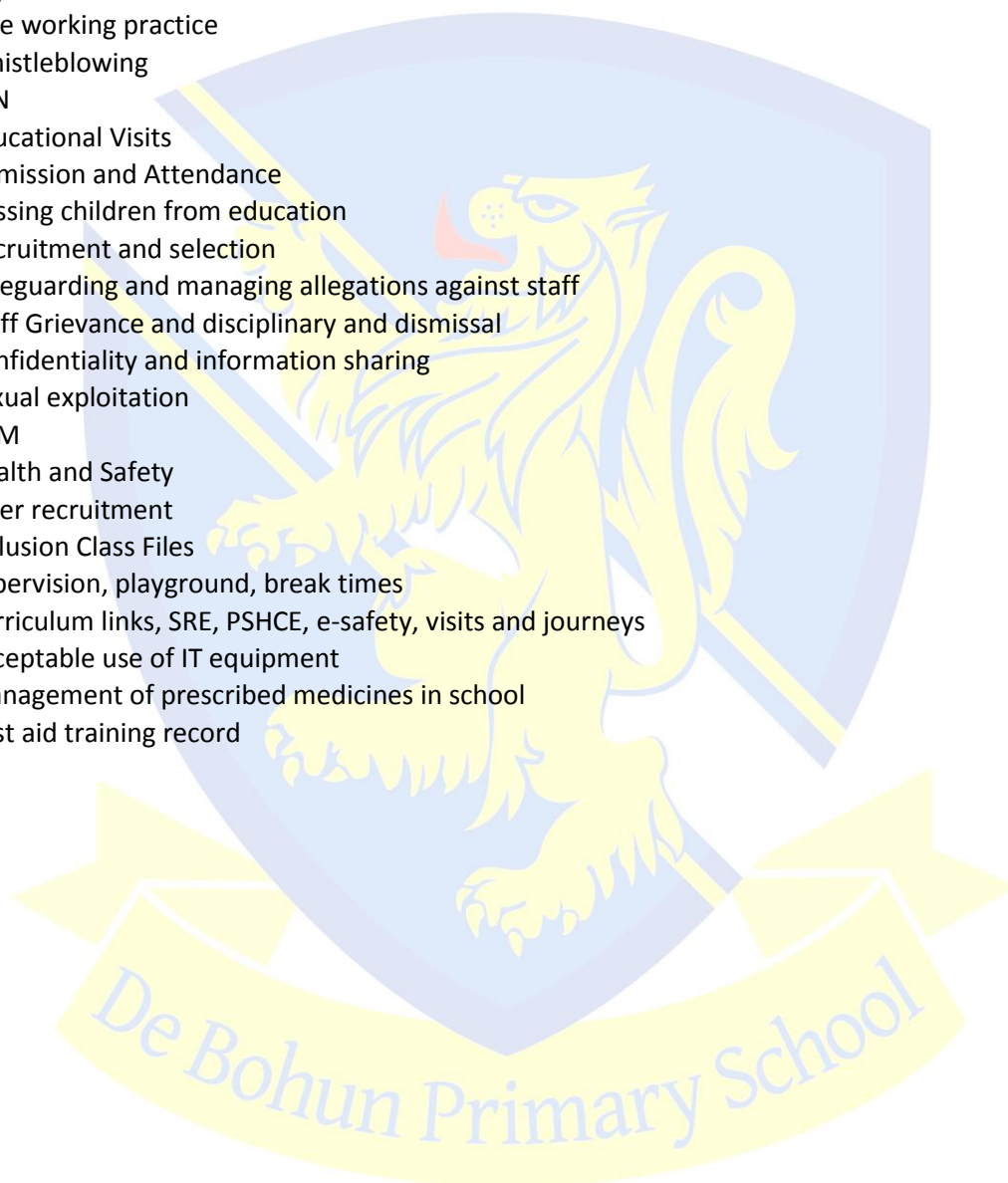
- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- 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

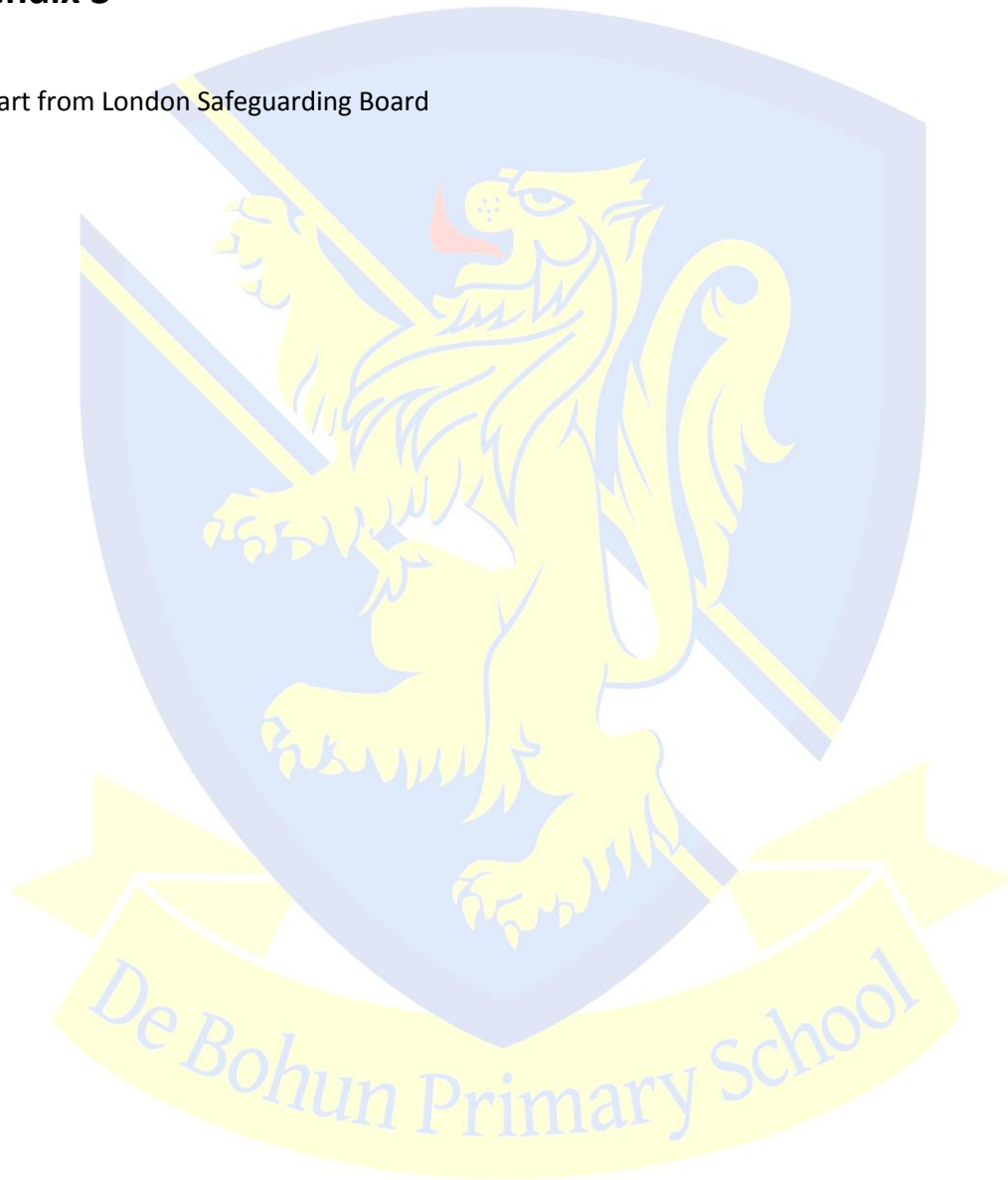
Related Safeguarding policies/documents

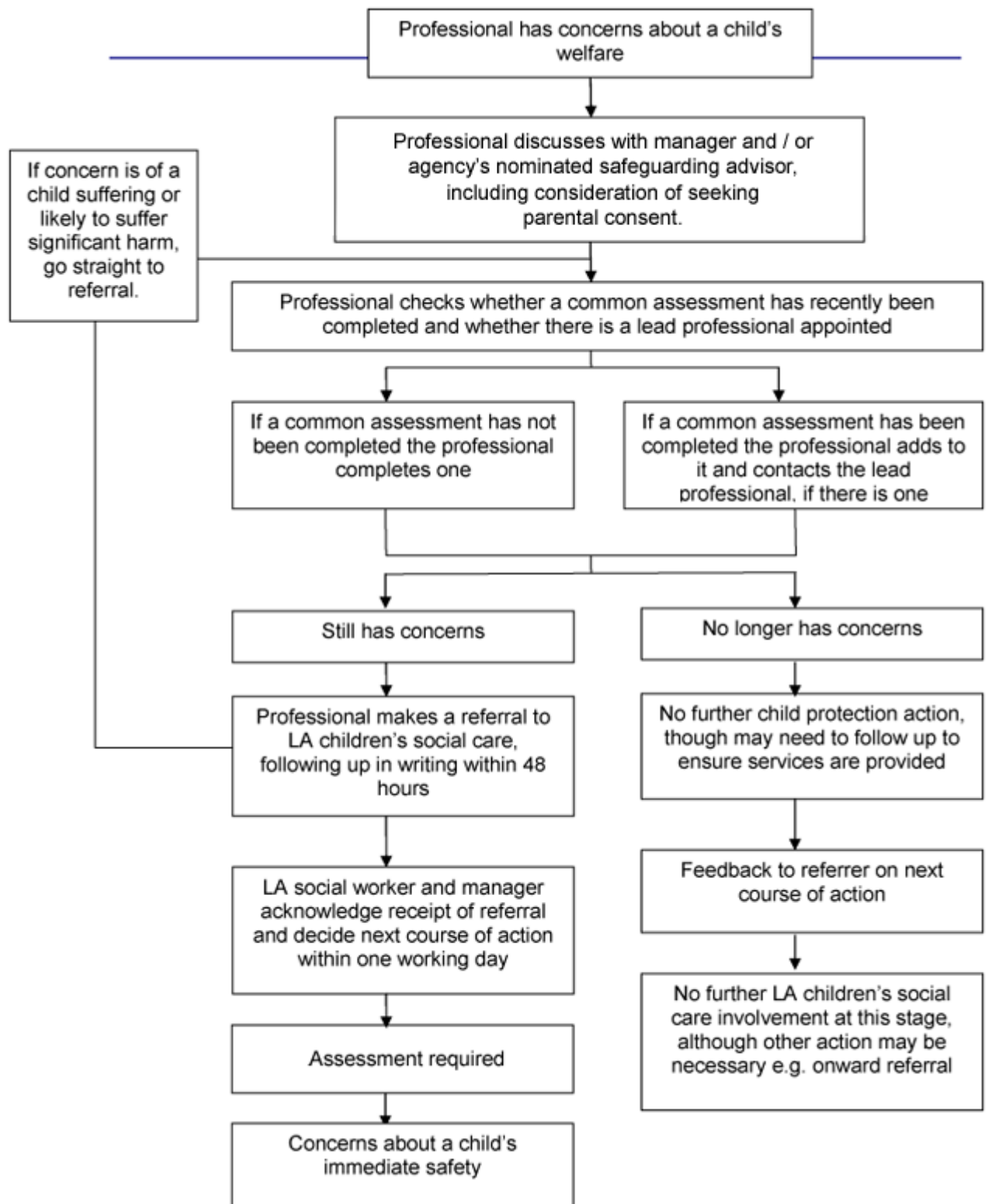
- Staff handbook/code of conduct (including staff/pupil online communication)
- Physical intervention and the use of reasonable force (Positive Handling)
- Behaviour
- Personal and intimate care
- Complaints procedure
- Anti-bullying guidance
- Physical contact
- Safe working practice
- Whistleblowing
- SEN
- Educational Visits
- Admission and Attendance
- Missing children from education
- Recruitment and selection
- Safeguarding and managing allegations against staff
- Staff Grievance and disciplinary and dismissal
- Confidentiality and information sharing
- Sexual exploitation
- FGM
- Health and Safety
- Safer recruitment
- Inclusion Class Files
- Supervision, playground, break times
- Curriculum links, SRE, PSHCE, e-safety, visits and journeys
- Acceptable use of IT equipment
- Management of prescribed medicines in school
- First aid training record



Appendix 3

Flowchart from London Safeguarding Board



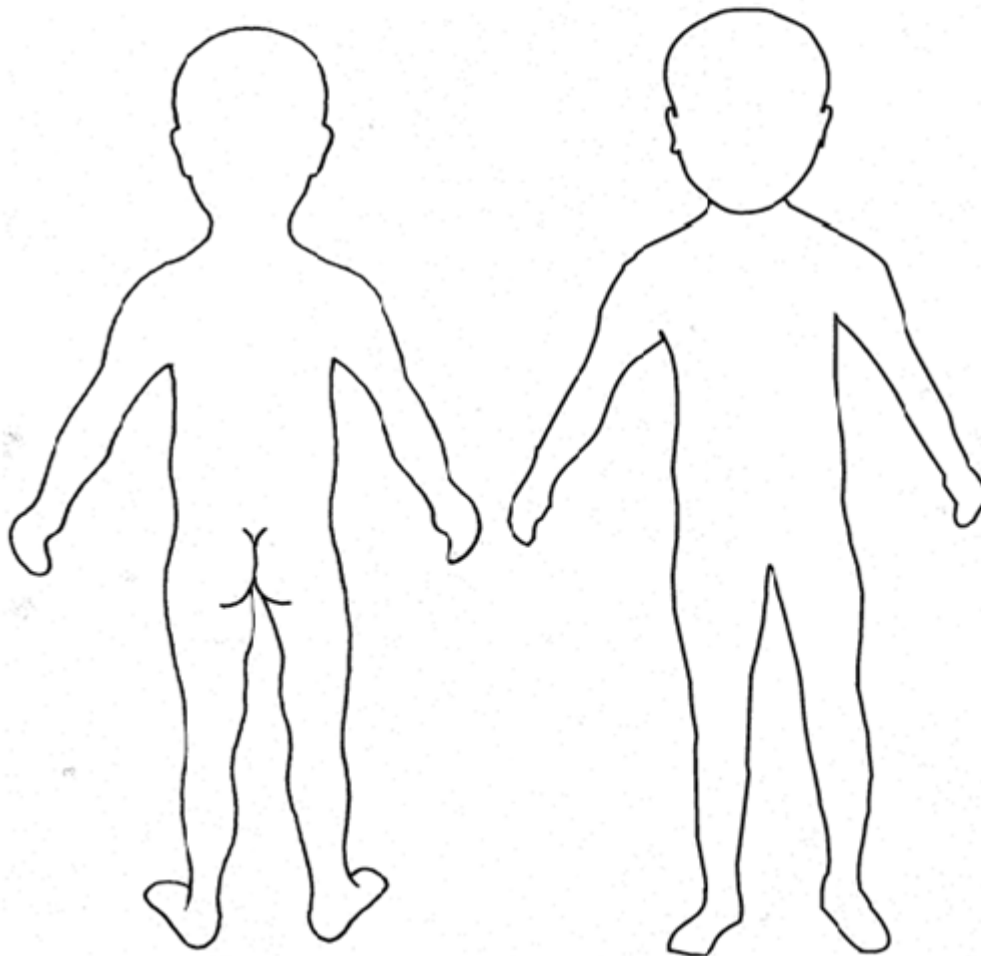


Body Map

Name of child.....DOB.....CP

Officer.....Date & Time Observation.....

Details of Observation



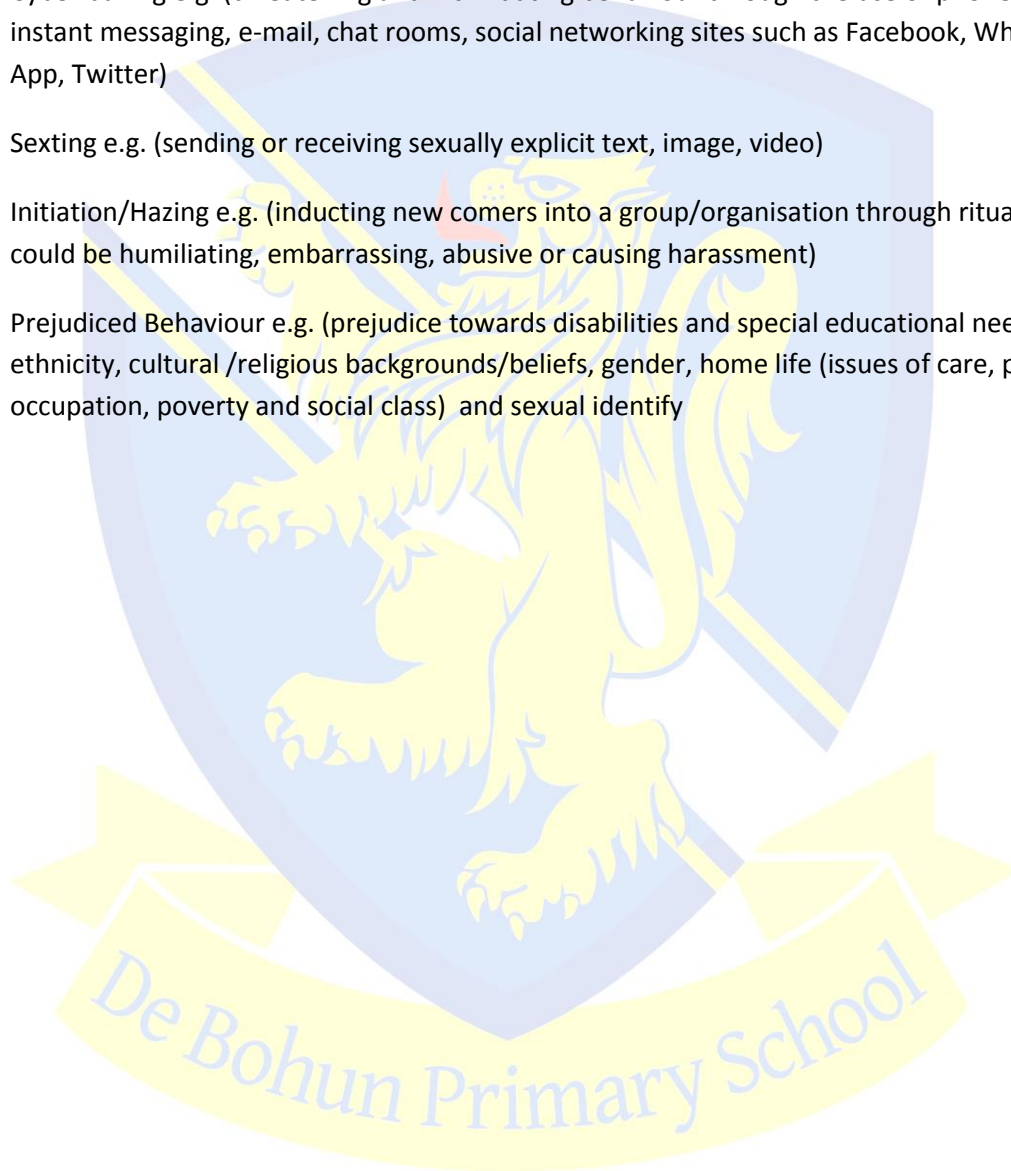
De Bohun School Logging a Concern Record

**Please hand to a member of the Designated Safeguarding Team on completion
(Z Ansell /J Auvache/S Moorhouse/S Ashworth/D Smart/Z Ismail)**

Name of Child:		Class/Tutor Group	
Date and Time of Concern/Incident			
Your account of concern/incident including who was there/what was said/observed/reported and by whom			
What was your response to the child/adult			
Your name:		Signature	
Your Job Title		Date and Time of this record	
The following to be completed By the Designated Safeguarding Staff Member			
Report received by:		Date and Time	
Action taken on receipt:			
Feedback to referrer		Date and Time	

Types of Peer on Peer Abuse

- Physical abuse e.g. (biting, hitting, kicking, hair pulling)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault)
- Bullying e.g (physical, name calling, homophobic, gender related)
- Cyber bullying e.g. (threatening and intimidating behaviour through the use of phones, instant messaging, e-mail, chat rooms, social networking sites such as Facebook, What's App, Twitter)
- Sexting e.g. (sending or receiving sexually explicit text, image, video)
- Initiation/Hazing e.g. (inducting new comers into a group/organisation through rituals which could be humiliating, embarrassing, abusive or causing harassment)
- Prejudiced Behaviour e.g. (prejudice towards disabilities and special educational needs, ethnicity, cultural /religious backgrounds/beliefs, gender, home life (issues of care, parental occupation, poverty and social class) and sexual identify



Strategies to support young person who has been harmed.

- Support through counselling or one to one support.
- If a child feels they are able to deal with the incident (s) it is necessary to continue to monitor and offer support should they require it in the future.
- Engaging in some restorative justice work with all those involved.
- Interventions which target the whole class or year group, such as speakers for assembly or targeted circle time.
- Offering a named member of staff for the young person to talk to.
- Regular reviews with the young person and their families to ensure further harmful behaviour is not occurring and to evaluate the need for continuing support.

Strategies to support the young person who has displayed harmful behaviour

- Support through counselling or one to one support.
- Particular support for the young person and their family from identified services may be necessary through the Enfield Early Help Form (EEHF)
- Engaging in some restorative justice work with all those involved.
- If the young person is externally excluded for set days, appropriate work will need to be provided to complete at home.
- Regular reviews with the young person and their family to ensure further harmful behaviour towards someone else does not occur and to evaluate the need for continuing support.