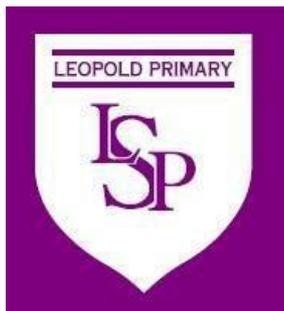


Leopold Primary School



Safeguarding and Child Protection Policy

(Updated May 2022)

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children 2018 and Keeping Children Safe in Education September 2021.

This policy was original written and adopted on: 19th July 2021.

Ratified by Governors	19 th July 2021
Last review	July 2021
Next review	September 2022

Other policies and guidance that need to be taken into account are:

- Behaviour
- SEND
- Health and Safety
- Intimate Care guidelines from Brent
- Attendance guidelines from Brent
- Staff Code of Conduct
- E-safety policy
- Remote learning policy

Introduction

'At Leopold Primary School we aim to provide a safe, secure and healthy environment where all children are encouraged to be independent learners and thinkers'.

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. All staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that our school provides a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children.

Key Contacts for Leopold Primary School

Title	Name	Contact Details
Designated Safeguarding Lead	Natalie Melehi HH Anjna Patel GR	0208 961 5336 0208 459 5654 safeguarding@leopold.brent.sch.uk
Nominated Safeguarding Governor	Priya Bhudia	0208 961 5336 admin@leopold.brent.sch.uk
Educational Visits Leader	Anjna Patel	0208 961 5336 admingr@leopold.brent.sch.uk
Looked After Children Leader	Natalie Melehi HH Anjna Patel GR	0208 961 5336 0208 459 5654 safeguarding@leopold.brent.sch.uk
Site Security	Paul Utting GR Paul Brown HH	0208 961 5336 0208 459 5654 admingr@leopold.brent.sch.uk
Safer Recruitment	Senior Leadership Team	safeguarding@leopold.brent.sch.uk

1. Aims of the policy

- To provide an environment and foster a culture of vigilance within Leopold Primary School
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To promote an environment in which all staff and visitors know they can raise any concerns, no matter how small they may seem
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care Services
- To ensure that all adults within the school who have access to children have been checked as to their suitability
- To emphasise the need for good levels of communication between all members of staff
- To ensure that all visitors to the school undergo screening re DBS and have robust systems in place to chaperone and monitor individuals as necessary for the duration of the visit. (See section 15 for protocols around agency, third party staff, contractors, trainee teachers, students).

2. Legislation and statutory guidance

The school will act in accordance with the following legislation and guidance:

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

3. Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children **Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 29)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 28)

5. Procedures

Leopold's procedures for safeguarding children will be in line with the procedures of the Local Education Authority (LEA) and the Local Safeguarding Children Board (LSCB) / Local Safeguarding Partners.

The Designated Safeguarding Leads (DSL) are Anjna Patel Gwenneth Rickus and Natalie Melehi, Hawkshead, who take regular training with Brent LEA, the BSP and receive weekly e-bulletins from the NSPCC and Andrew Hall (a safeguarding specialist).

The Designated Governor is Priya Bhudia, who may be contacted via the school office.

The school will ensure that:

- The staff are trained to develop their understanding of the signs and indicators of abuse

- The staff know how to respond to a pupil who discloses abuse
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures
- Procedures are regularly reviewed and updated
- All new members of staff will be given a copy of the latest Child Protection and Safeguarding Policy and Keeping Children Safe in Education (Part 1 and Annex A) as part of their induction into the school
- All staff are aware of the role of the Designated Safeguarding Lead (DSL) and how they can refer any child protection concerns
- All staff are aware that the DSL (and deputy) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on responding to safeguarding concerns
- All staff are reminded of the above at the beginning of the school year and throughout the school year

The Governing Board is responsible for ensuring the annual review of this policy.

6. Roles and Responsibilities

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

(DfE guidance ‘Keeping Children Safe in Education’ - September 2021)

(a) Responsibilities of Governors and Senior Managers:

The Governing body facilitate a whole school approach to safeguarding. The Governing body ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some SEND. It is the role of the Governors and Senior Managers to take responsibility for safeguarding and promoting the welfare of children. This is a shared responsibility and requires:

- Having clear lines of responsibility
- Having effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are suitable to work with children and young people
- Having procedures for dealing with allegations of abuse against members of staff and volunteers
- Making sure that the staff receive appropriate training
- Having clearly understood and working procedures on how to safeguard and promote the welfare of young people
- Working with the child’s parents to support their child’s needs
- Helping parents understand that the school has a responsibility for the welfare of all pupils and has a duty to refer cases to Social Care in the interests of the child
- Any deficiencies or weaknesses in regard to child protection arrangements to be remedied without delay
- Ensuring that children receive appropriate and timely preventative interventions when required
- Notifying the Disclosure and Barring Service (DBS) and the Department of Education (DfE) of the name of any member of staff considered to be ‘unsuitable to work’ with children in accordance with statutory regulations

Where the school provides before school, after school or holiday club services or activities directly under the supervision or management of school staff, the school’s arrangements for Safeguarding will apply. Where services or activities are provided separately by another body, the Governing Board will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and that there are arrangements to liaise with the school on these matters where appropriate.

(b) The Designated Safeguarding Lead (DSL) has the following responsibilities:

- Refer cases of suspected abuse to the local authority children's social care as required
- Liaise with Heads of School, to ensure children involved in a child protection/safeguarding matter are supported as appropriate for their situation
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required
- Refer cases where a crime may have been committed to the Police as required and supporting staff that need to report directly to the Police, for example, in cases of suspected Female Genital Mutilation (FGM)
- Liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff
- Ensure that the school operates within the legislative framework and recommended guidance from the Department of Education, the London Safeguarding Board, the Local Safeguarding Board/Safeguarding Partners and the Local Authority Designated Officer (LADO)
- Ensure that the school effectively monitors children about whom there are concerns
- Keep written records of concerns about a child even if there is no need to make an immediate referral
- Ensure that all such records are stored confidentially and securely and are separate from pupil records
- Ensure that the Head of school is kept fully informed of any concerns
- Monitor attendance and absences for all pupils; inform Social Care if a child is absent without explanation for two days if currently subject to a Child Protection Plan
- Attends and submits reports to Child Protection Conferences
- Ensure that all staff and volunteers are aware of the LSCB's Child Protection Procedures
- Ensure that appropriate training and support is provided to all staff
- Develop effective working relationships with other agencies and services
- Liaise with Social Care teams over suspected cases of child abuse
- Provide guidance to parents, children and staff about obtaining suitable support
- Make a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so
- Inform the social worker responsible where a pupil who is / or has been the subject of a child protection plan changes school
- When a child leaves the school, the DSL will contact the DSL at the receiving school to share information in a manner that facilitates ongoing support during the transition
- Transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file

(b) Responsibilities of All staff

All staff and governors will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to pupils who go missing from education
- The early help assessment framework and their role in it, including identifying vulnerable pupils with emerging problems, liaising with the DSL, and sharing information e.g. through completion of welfare checks, with other professionals to support early identification and assessment.
- Factors which may indicate a child may benefit from early help include health conditions, a mental health need, a family member in prison or affected by parental offending, a risk of honour-based abuse such as female

genital mutilation (FGM) or forced marriage, and persistent absence from education (including absences for part of the day).

- Extra-familial harms including sexual abuse and county lines
- The process for making referrals to Brent children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a pupil tells them they are being abused or neglected, including specific issues such as FGM and gang crimes, and how to maintain an appropriate level of confidentiality while liaising with DSL and relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as 'sexting', modern day slavery, child sexual exploitation (CSE), FGM and radicalisation

(c) Reporting

The reporting of safeguarding practice at Leopold enables the Governing Board to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the local authority is vital in order that appropriate support and training can be given. These are requirements of 'Working Together to Safeguard Children' (DfE July 2018).

7. Training

7.1 All staff

All staff have formal training updated every year as a minimum. All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners. Safeguarding training will have regard to the Teachers' Standards, with the expectation that teachers manage behaviour effectively for a safe environment.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

A safeguarding board in the staff room displays information about specific safeguarding issues.

7.2 The DSL's and deputy

The DSLs and deputy will undertake child protection and safeguarding training at least every 2 years.

The DSLs attend regular training provided by The Stonebridge School (specialist safeguarding centre) and other agencies regarding specific aspects of child protection including online safety, child sexual exploitation, domestic abuse, safer recruitment, Early Help, Prevent, FGM and managing allegations against staff/volunteers.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

7.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose. Designated Safeguarding Lead and nominated Senior Leaders and at least 2 governors, undertake Safer Recruitment training.

7.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. New staff receive training as part of their induction process.

7.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

8. Concerns / Sharing Information

If any member of staff believes a child is in immediate danger, this must be brought to the attention of the DSL, Deputy DSL, or a senior member of staff immediately so the appropriate agency/service can be contacted.

When we read case reviews about the most serious of safeguarding cases, there is often at least one missed opportunity in which the child or family could have been helped, and this is usually around communication.

Refer all concerns to the DSL, no matter how small, and keep referring additional concerns. DO NOT assume someone else will pass on the information. You may also speak with the Deputy DSL, Head of school, a senior leader or Safeguarding Governor if you feel that safeguarding concerns remain and that a child or family still appear to be at risk.

Fears about sharing information cannot stand in the way of the need to safeguard and promote the welfare of children. The General Data Protection Regulations and the Data Protection Act 2018 does not prohibit the collection and sharing of information. In the context of safeguarding a child or young person, where the child's welfare is paramount, professionals must share information with the most appropriate person. In school, that is usually the DSL or their deputy.

All staff and volunteers should be concerned about a child if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury
- Regularly has unexplained injuries
- Frequently has some injuries (even if apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age/ stage of development
- Discloses an experience in which he or she may have been significantly harmed

A referral to Social Care may lead to a statutory assessment under the Children Act 1989. This could mean a Section 17 (Child in Need) assessment or Section 47 if a child is suffering, or likely to suffer, significant harm. As part of their assessments, Social Care will work with the DSL to gather information and to support the child(ern). They will also be interested in the views of the professional who raised the initial concern.

9.1 Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality as the DSL will need to be informed and it may be necessary to refer to Social Care or other agencies
- Reassure victims that they are being taken seriously and that they will be supported and kept safe. (*They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report*)

- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Safeguarding Lead without delay

Do NOT allow the child to be interviewed a second time. Accept what the child says and report immediately to the Designated Safeguarding Lead.

General points on how to respond to a child wanting to talk about abuse:

(a) Show acceptance of what the child says (however unlikely the story may sound)

- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – **do not promise confidentiality**
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen

(b) Helpful things to say:

- I understand what you are saying
- Thank you for telling me
- It's not your fault
- I will help you

(c) Things not to say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make statements such as "I am shocked, don't tell anyone else".

(d) At the end of the conversation:

- Reassure the child that they were right to tell you and show acceptance
- Let the child know what you are going to do next and that you will let them know what happens
- Inform the DSL or deputy DSL, if not available contact the Head of school
- Consider your own feelings and seek pastoral support if needed

9.2 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, where staff will report the concerns on a prejudicial related incident form, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensuring our curriculum helps to educate pupils about appropriate behaviour

and consent Ensuring pupils know they can talk to staff confidentially

Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

9.3 Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this 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

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

10. Record keeping

When a child has made a disclosure, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation. If it is possible, please use the 'Child Protection Concern Form' (see Appendix 3)
- Speak to the DSL **immediately** if the disclosure indicates the child has experienced significant harm or is at risk of significant harm
- With all other disclosures, speak to the DSL as soon as possible and certainly before the end of the child's school day as a risk assessment may need to be carried out to ensure the child will be safe to go home
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury using the 'body map' on the back of the concern form
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer

11.Support following a disclosure

(a) Supporting staff:

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead who can seek support from the appropriate governor or from the LSCB or call our Employee Assistance Programme on 08000305182

(b) Supporting children:

The school will endeavour to support all children by

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Never making false promises
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children

12.Confidentiality

- All matters relating to Safeguarding are confidential.
- The Heads of school or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets

13.Communication with parents / adults with parental responsibility

In the event of a disclosure from a child or if a report from any other source indicates a parent or adult in a position of trust may have caused harm to a child or intends to cause harm to a child, this will be referred to Social Care without notification to the parents and/or those with parental responsibility. This is line with Social Care protocols and is designed to protect the health, safety and well-being of the child. Social Care will advise the school accordingly if they wish for the school to discuss the matter with the parents and/or those with parental responsibility.

14. Whistleblowing

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the Designated Safeguarding Lead, the Headteacher or the Chair of the Governing Board.

The NSPCC runs a whistleblowing helpline on behalf of the government. The number is 0808 800 5000. Please refer to the Whistle Blowing Policy

15. Appointment of staff

School procedures for appointing staff are in line with the “Keeping Children Safe in Education’ (September 2021) and the LSCB procedures. These will be reviewed regularly in the light of new legislation and guidance.

Safeguarding issues must be at the forefront in the recruitment processes for both teaching and non- teaching staff. Therefore, the process will always include a member of staff, or a Governor, that has been trained in Safer Recruitment.

The appointment process is designed to deter potential offenders from applying. All applicants are required to complete application forms that are designed to prompt interviewers to spot frequent job changes and movement around the country. They state the primacy of child protection concerns at the school and require a declaration of past convictions and whether or not the candidate is on the Children’s List (List 99) or disqualified from working with children. References are taken up in advance, and interviews include questions regarding child protection issues.

All applicants who are offered employment in posts involving prohibitions to children (whether teachers or support staff) will be subject to a Disclosure and Barring Service (DBS) check before the appointment is confirmed. Other adults who may come into direct contact with pupils as part of their business with the school or an on infrequent basis, for example parent volunteers, will be subject to an appropriate check which may include a DBS Disclosure.

Any member of staff found not suitable to work with children under the Disqualification under Childcare Act 2008(as amended in 2018) will be notified to the appropriate bodies. In line with DfE guidance, any serious concern raised, whether proven or not, will be reported in staff references.

15.1 Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

15.2 Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check.

This will be:

An enhanced DBS check with barred list information for contractors engaging in regulated activity

An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school. We will check ID and be assured that the visitor has had the appropriate DBS check, for visitors attending in a professional capacity.

15.3 Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children (see appendix 2).

16. Allegations involving staff member, supply teacher or volunteer

All school staff and volunteers should take care not to place themselves in a vulnerable position with a child and all staff should be aware of the school's behaviour/discipline policy.

If a pupil or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Head. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation.

The Head will not investigate the allegation itself, or take written or detailed statements, but assess whether it is necessary to refer the matter to Social Care in accordance with the Safeguarding procedures. In doing so, the Head can use his/her discretion to consult with the Local Authority Designated Officer (LADO) for Child Protection. The Head will do basic enquiries in line with local procedures to establish facts before contacting the local authority designated officer (LADO). A case manager (likely the headteacher or principal) will lead any investigation. The case manager should discuss any concerns about the welfare of other children in the community or member of staff's family with the DSL, and make a risk assessment. The DSL may then need to make a referral to children's social services.

If the behaviour happened outside of school, that might make an individual unsuitable to work with children (known as transferrable risk) and where appropriate you should carry out an assessment of transferrable risk.

If the Head decides that the allegation warrants further action through Safeguarding procedures she must make a referral direct to the local Social Care team. If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Care before informing the member of staff.

Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Chair of the Governing Board will be consulted before a final decision is made. If it is decided that this is not necessary to refer the matter to Social Care the Head will consider whether there needs to be an internal investigation.

If the complaint made to a member of staff concerns the Head, the person receiving the complaint will immediately inform the Chair of Governors who will follow the procedures above without first notifying the Head.

If an allegation proves to be unfounded, an investigation will take place to determine if there was malicious intent. Pupils found to have made malicious allegations are likely to have breached school behaviour policies so the school will apply an appropriate sanction, which could include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Complaints against a visitor or governor, must be immediately brought to the attention of the Heads of School, Designated Safeguarding Leads or the deputy DSL.

Allegations against the Headteacher

Where an allegation is made against the Headteacher, the Designated Person for Child Protection must inform the Chair of the Governing Body, as well as the Local Authority Designated Officer (LADO). The LADO will discuss the allegation with the Designated Person for Child Protection.

17. Physical intervention/positive handling

The school has a separate policy on physical intervention and positive handling as staff may need to take action in situations where the use of reasonable force may be required.

The policy acknowledges that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person.

If the physical intervention is of a nature that causes injury or distress to a child it may be considered under child protection or disciplinary procedures (see appendix 4).

18. Bullying

The school has a separate behaviour policy. It acknowledges that to allow or condone bullying may lead to issues under safeguarding procedures.

19. Offensive comments

Offensive comments, including those of a racist, sexual or homophobic nature will not be tolerated and repeated incidents or a single serious incident may lead to consideration under Safeguarding procedures.

20. Inappropriate relationships

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming. Where a member of staff is concerned that a pupil has developed a crush or attachment to them, they should report this to the Designated Safeguarding Lead and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children. (Code of Conduct & Staff Handbook)

21. Lone working

Lone working with individual children should be avoided if at all possible. However, it is recognised that there may be occasions when there is no alternative. The following guidelines should be considered by staff:

- Let another member of staff know that they are alone with a child
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door through which they are clearly visible
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be aware of the situation
- Should anything happen during the session that makes the staff member uncomfortable or concerned, this should be reported to the DSL immediately
- Children should only be given lifts in cars with the express permission of either the DSL or the Head of school. Staff should never take children in their cars without another member of staff.
- Staff taking children in their car must have appropriate insurance cover.

22. Curriculum links / prevention

PSHE assemblies, the PSHE curriculum including the introduction mindfulness and wellbeing activities supports children to develop an awareness about keeping themselves safe. The school works with external agencies who deliver specialist lessons, for example the NSPCC and other pastoral activities to facilitate a supportive school community.

There is a strong ethos where children feel secure and are encouraged to talk and are always listened to. All children know there is an adult in the school whom they can approach if they are worried or in difficulty. Place2be support this work with lunchtime drop-in sessions.

Curriculum opportunities are included which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help both whilst at school and in the future.

23. Health and Safety and educational visits

The school places great significance on the protection of children within the school environment as reflected in the Health and Safety policy. This is extended when pupils are away from the school undertaking school trips and visits by the Trips and Educational Visits Policy. Risk assessments are completed by teachers before any trip takes place.

The School Bursar and Site Manager seeks to ensure the suitability of adults working with children on the school site at any time including during school holidays.

24. Specific Safeguarding issues

All staff must remain vigilant as multiple safeguarding issues will overlap with one another.

24.1 Children missing in Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

The Welfare Officers and Parent Liaison Officers work closely with Brent Education Welfare and Brent Children Missing Education services to ensure the whereabouts of all children on roll at Leopold are known.

All parents are informed they must contact the school every day their child is absent unless the school has agreed this is not necessary, for example, if a child has a serious illness that requires them to remain absent for a set period.

The school periodically requests parents to check the contact numbers held by the school so we can communicate promptly with a number of adults if the whereabouts of a child is unknown. We should hold at least 2 contact details for each child.

24.2. Preventing Radicalisation

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

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

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 DfE has produced The Prevent Duty (June 2015) guidance to schools. From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, 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.

The school will endeavour to identify any children that could be at potential risk through usual safeguarding and absence monitoring practices. The DSL will undergo awareness training in relation to the Prevent Duty.

Staff should report any concerns to the DSL. While this is not an exhaustive list, the following are possible indicators of a young person being at risk of radicalisation:

- spending time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day to day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause;
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology

Through maintaining positive relationships with parents and by encouraging children to share their views in a safe environment, the school will also promote British Values. Where there are any causes for concern, the school will seek advice from agencies such as Social Care, Brent’s Prevent Lead or the DfE Extremism Team (020 7340 7264).

‘No platform for extremists’

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

24.3. Female Genital Mutilation (FGM)

The Government has produced Multi Agency Statutory Guidance (April 2016) in relation to FGM. The guidance includes reference to the Section 5B of the FGM Act 2003 that “introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police...this includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools...”

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Professionals in all agencies need to be alert to the possibility of a girl or woman being at risk of FGM, or already having undergone FGM. **There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.** Professionals should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

The school will endeavour to identify any girls that could be at potential risk through usual safeguarding and absence monitoring practices. The DSL will undergo awareness training in relation to FGM.

While this list is not exhaustive, staff should be aware of the following indicators of a possible FGM procedure having taken place and report any concerns to the DSL:

- A girl may complain of pain between her legs
- A girl may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- There may be behaviour changes or changes in usual mood

24.4 Breast Ironing

Breast Ironing also known as Breast Flattening is the process whereby the breasts of young pubescent girls are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or to delay the development of the breasts entirely.

Breast Ironing is a harmful cultural practice and is child abuse. The girl generally believes that the practice is being carried out for her own good and she will often remain silent.

Young pubescent girls usually aged approximately 9 to 15 years old and from practising communities are most at risk of breast ironing. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing.

Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc
- Reluctance in undergoing normal medical examinations
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear
- Fear of changing for physical activities due to scars showing or bandages being visible

As with all concerns, staff must inform the Designated Safeguarding Lead immediately if there are indicators that breast ironing may have occurred.

24.5 Honour-based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

24.6 Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves situations, contexts and relationships where young people receive something (for example food, alcohol, presents, money or in some cases simply affection) as a result of engaging in sexual activities.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The DfE Child Sexual Exploitation guidance document (February 2017) describes CSE as

“...a form of child sexual abuse. It 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.” The guidance continues: “The first response to children, and support for them to access help, must be the best it can be from social workers, police, health practitioners and others who work with children and their families.”

Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Any concerns that a child may be experiencing any level of exploitation should be reported to the Designated Safeguarding Lead who will have undertaken awareness training in relation to CSE issues.

24.7 Child Criminal Exploitation (CCE)

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people, vehicle crime and threatening/committing serious violence.

Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection. Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves. Girls are at risk of criminal exploitation too, even though their experience may be different.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority’s children’s social care team and the police, if appropriate.

24.8 Gangs

The following information on gang activity is based on Section 12 of the London Child Protection procedures - Safeguarding Children affected by Gang Activity / Serious Youth Violence.

There are a number of areas in which young people are put at risk by gang activity, both through participation in and as victims of gang violence which can be in relation to their peers or to a gang- involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

Groups of children often gather together in public places to socialise, and peer association is an essential feature of most children's transition to adulthood. Groups of children can be disorderly and/or anti-social without engaging in criminal activity.

Defining a gang is difficult, however it can be broadly described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

Circumstances which can foster the emergence of gangs include:

- Areas with a high level of social and economic exclusion and mobility (which weakens the ties of kinship and friendship and the established mechanisms of informal control and social support);
- Areas made up of predominantly social housing, and especially where it is high rise / high density social housing. There is a perfect correlation in London with 'gang neighbourhoods' and being amongst the 20% most deprived government lower level super output areas (based on the Indices of Multiple Deprivation 2007);
- Areas with poor performing schools - in terms of leadership, positive ethos, managing behaviour and partnership working;
- Lack of access to pro-social activities (e.g. youth service) and to vocational training and opportunities;
- Communities who have experienced war situations prior to arrival in the UK;
- Areas with a high level of gang activity / peer pressure and intimidation, particularly if the family is denying this or is in fear of the gangs; and Family members involved in gang activity and criminality.

Many parents are aware of the widespread perception that the gang problem is ultimately a product of poor parenting and that the solution lies in assuming responsibility for their children. However, they feel unable either to control or to protect their children. Therefore, it is important that professionals report any concerns, no matter how small, so families can be supported at the earliest possible opportunity.

24.9 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.

24.10. Peer on Peer Abuse

Leopold Primary School maintains a zero-tolerance approach to peer on peer abuse.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

The school is aware of the potential of peer on peer abuse which can manifest in a number of ways. All staff should:

- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)
- Be aware that children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
- Recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports
- Recognise that peer-on-peer abuse may be taking place, even if not reported
- Understand their role in preventing it and responding to it if they believe a child may be at risk
- Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- Abuse can take place inside and outside of school or online

Leopold encourages both parents and pupils to inform staff if there has been peer on peer abuse. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

The school frequently communicates with parents and children about the issues arising from inappropriate use of social media outside of school. We also inform parents when it is reported that children have been involved in online activity leading to disputes being brought into school.

24.11 Sexual Violence and Harassment Between Children in School

The Keeping Children Safe in Education guidance (DfE 2021) states that staff should be aware of the importance of:

- making clear that sexual violence and sexual 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”, “part of growing up”, “just having a laugh”, or “boys being boys”; and
- challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Any incidents that could potentially be viewed as sexual violence or harassment must be reported to the DSL without delay.

24.12 Gender Dysphoria

Gender dysphoria is the description used for a young person whose birth gender does not match the way that they feel inside. This may be a child born male who identifies as a girl or vice versa. A number of young people are presenting with gender identification that is neither male or female, or a combination of both. This is often referred to as non-binary or gender-fluid but there are many other definitions that may also be used.

A child's gender expression is not a child protection concern if they are being supported by their family. Supporting children and young people to live as their affirmed gender is very important to nurture self-esteem and self-confidence. In some cases a child's gender expression may change but allowing them freedom of expression is vital to maintaining good mental health.

The school recognises that some young people may struggle with conflicting feelings or they may feel generally unsupported in relation to their gender expression. In these cases, the school will review if the needs of the child are being met and will consider appropriate intervention to safeguard the child's well-being.

24.13 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

24.14 Sexual violence and sexual harassment

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales -

Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - o consensual and non-consensual sharing of nudes and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people

(which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;

- o sharing of unwanted explicit content;
- o upskirting (is a criminal offence¹⁴¹);
- o sexualised online bullying;
- o unwanted sexual comments and messages, including, on social media;
- o sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment

Staff:

- Don't need to wait for a child to make a disclosure, they should act on any concerns immediately
- May overhear a conversation that suggest a child may have been harmed or a child's behaviour may be an indicator
- May confiscate devices for evidence to hand to the police, if the report includes an online element
- Can ask children outright if they've been harmed and what the nature of the harm was
- Should keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

- Should reflect back, using the child's language, when hearing a report
- Should recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Next steps after initial response

The DSL's risk and needs assessment in response to a report of sexual harassment should also consider whether there have been any other victims.

The DSL will:

- Be aware of, and respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school
- Balance the victim's wishes against your responsibility to protect other children
- Remember that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Think about other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation, and take the potential for sexual violence and harassment in intimate personal relationships into consideration
- Keep victim and alleged perpetrator(s) a reasonable distance apart on school premises includes at before and after-school activities
- Regularly review the actions you take to respond to reports. In response, update relevant policies with lessons learnt and consider whether there are wider cultural issues at play
- Record all concerns, discussions and decisions made, and the reasons for those decisions, in writing

25. Local Safeguarding Issues / Family Circumstances (Contextual Safeguarding)

The DSL will keep up to date with local and national issues that may have an impact on the safety and well-being of children, for example, gangs, crime, community regeneration and high unemployment.

Parents are also encouraged to share any circumstances specific to them that could impact on their child, such as relationship breakdowns, overcrowding, homelessness, illness, adult mental health issues, domestic abuse, young carers, children looked after, substance abuse, low income, crime, imprisonment or bereavement.

26. Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

27. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

28. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's' looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated safeguarding leads, Anjna Patel (GR) / Natalie Melehi (HH) who are responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

29. SEND Pupils

It is important to recognise and be alert to children with Special Educational Needs and Disabilities (SEND) potentially being at a higher risk of all forms of abuse including peer bullying. SEND pupils are likely to more vulnerable for a number of reasons including communication barriers and, in some cases, a dependency on others for physical and emotional support.

There are also additional challenges in safeguarding children with Special Educational Needs and Disabilities including:

- Behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- Place2be therapy
- Place2be drop-ins
- Support from Brent CAMHS
- Support from Brent Inclusion Service

- Support from WEST (The Wellbeing and Emotional Support Team)

Mental health concerns

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

30. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

31. Online Safety

The vast majority of people who take or view photographs or videos of pupils do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse pupils through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils, we will:

- Follow the General Data Protection Regulation and Data Protection Act 2018 (GDPR) when taking and storing photos and recordings for use in the school.
- Make staff aware they are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will be kept away during contact time with pupils. Failure to do so will result in disciplinary action being taken.
- Make staff aware they are not allowed to take pictures or recordings of pupils on their personal phones or cameras.
- Seek pupil/parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Use only the pupil's first name with an image.
- Use only school cameras or iPads to take photos.

Where there is reason to believe a child may be accessing inappropriate content outside of school, or may be involved in or experiencing online abuse, this will be brought to the attention of the child's parents. A referral may also be made to Social Care and Police if there is a concern for their child's safety and well-being. (Please read the Acceptable Use Policy)

Pupils in year 5 and 6 may be in a mobile phone but must follow the expected protocol. Failure to do so will result in the phone being taken off the child and a meeting with the parent set up. Please read the Acceptable Use policy

31.1 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and, 130
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

32. Early Help

The Munro Review (2011) recommended the government place a statutory duty on local authorities and their partners to ensure enough provision of early intervention services. Under this duty, local authorities need to make every child and family who fall beneath child protection thresholds an "early help offer" of tailored services and resources.

To ensure children and / or their families are supported at the earliest possible opportunity, staff should share any concern, no matter how small, with the DSL. An assessment can then be made to determine if support and services could be offered to the family through the school or via external agencies.

The DSL meets regularly with the SENCo to ensure that there is a package of support for the most vulnerable children and / or their families.

33. Serious violence

All staff should be aware of the indicators, which may signal 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 wellbeing, 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 and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

34. Therapeutic Services / Emotional Wellbeing

Leopold offers Place2be, a provision to support children presenting with emotional issues. These may manifest through behaviour changes or a change in academic work.

It is common for children to identify themselves that they are struggling and need to work through a problem. Parents also approach the school to request support for their children if the family is experiencing difficulties such as relationship breakdown, illness, housing issues, financial stress and bereavement.

The situation of all children who present as having a child protection or safeguarding concern are discussed by the DSL and SENCo for an initial assessment process to determine how the school can best support the individual child with their situation.

Where it is identified that a child requires specialist support, the DSL and SENCo will liaise in order to make referrals to the appropriate agencies, for example, CAMHS or Social Care.

35. Additional Support

Staff and volunteers are actively encouraged to see the DSL if they require more information or training about any aspect of child protection or safeguarding.

The Governor with responsibility for safeguarding –Priya Bhudia– can be contacted through written correspondence via the school office. Please ensure the letter is placed in a sealed envelope, clearly addressed, and marked as **private and confidential**.

36. Additional Guidance

The DSL has access to a number of publications and resources for anyone requiring additional information or support. Please speak directly to the DSL if you require such materials.

Alternatively, you will find respected safeguarding guidance from the following sources:

[Brent Child Protection Referral Procedures \(www.brent.gov.uk\)](http://www.brent.gov.uk)

[Brent Local Safeguarding Children Board \(LSCB – www.brentlscb.org.uk\)](http://www.brentlscb.org.uk)

[Keeping Children Safe In Education \(DfE September 2021 – www.gov.uk\)](http://www.gov.uk)

[Working Together To Safeguard Children \(DfE July 2018 – www.gov.uk\)](http://www.gov.uk)

[Child Sexual Exploitation \(DfE February 2017 – www.gov.uk\)](http://www.gov.uk)

[Prevent Duty \(HM Government 2015 – www.gov.uk\)](http://www.gov.uk)

[London Child Protection Procedures \(www.londoncp.co.uk\)](http://www.londoncp.co.uk) [NSPCC \(www.nspcc.org.uk\)](http://www.nspcc.org.uk)

[ThinkUKnow \(www.thinkuknow.co.uk\)](http://www.thinkuknow.co.uk)

[CEOP \(ceop.police.uk/safety-centre\)](http://ceop.police.uk/safety-centre)

Multi-Agency Key Contacts

Service	Name	Contact Details
Brent Social Care Brent Civic Centre, Engineers Way, Wembley HA9 0FJ.	Duty Officer	Monday-Friday 9am- 5pm 020 8937 4300 Emergency Out of Hours Duty Team 020 8863 5250 family.frontdoor@brent
Brent Local Safeguarding Children Board Brent Civic Centre, Engineers Way, Wembley, HA9 0FJ.	Duty Officer	020 8937 4305 brent.lscb@brent.gov.uk
Met Police - Brent & Harrow Pupil Abuse Investigation Team (CAIT) Edgware Police Station, Whitchurch Lane, Edgware, Middlesex, HA8 6LB.	Duty Officer	Any Time 020 8733 3503
The Pupil Exploitation and Online Protection Centre (CEOP) 33 Vauxhall Bridge Road, London, SW1V 2WG.	Duty Officer	Monday-Friday 9.00am-5.00pm 0870 000 3344
Local Authority Designated Officer (LADO) for staff allegations. Brent Civic Centre, Engineers Way, Wembley HA9 0FJ	Cecilia Gabriel	0208 937 4593
Rape/Sexually assaulted victims Camberwell Haven in South London, near to King's College Hospital SE5 9RS Paddington Haven in West London, near to St Mary's Hospital W2 1NY Whitechapel Haven in East London, near to The Royal London Hospital E1 5DG	Duty Officer	Monday-Friday 9.00am-5.00pm (not public/bank holidays) Haven Camberwell Tel: 020 3299 1169 Haven Paddington Tel: 020 3299 6781 Haven Whitechapel Tel: 020 3299 6901
Educate Against Hate (for prevent, extremism or radicalisation)		020 7340 7264 (not for use in emergency situations)
Counter Terrorism City of London Police, Wood Street Police Station 37 Wood Street, London, EC2P 2NQ.	Duty Officer	Monday-Friday 7:30am -7:30pm 020 7230 8370
UK Safer Internet Centre OnlineAppendix 1 safety		Monday-Friday 10.00am-4.00pm Helpline 0344 381 4772
Female genital mutilation (FGM) NSPCC	Duty Officer	0808 800 5000 fgmhelp@nspcc.org.uk

NSPCC		0808 800 5000
Police		999(emergency) 101 (non-emergency)

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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 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)
- Ensure access to appropriate medical care or treatment

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

Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Referred to:

- Designated Safeguarding Lead**
- Deputy Safeguarding Lead**

Action taken by DSL/deputy:

Reason(s) for this decision/action by DSL/deputy:

Feedback between DSL/deputy and referrer:

Awaiting decision	CIN	CP	Other	Closed
<input type="checkbox"/>				

Review and further notes:

Appendix 4: Guidance on the use of Physical Restraint

Guidance on the use of Physical Restraint

'Section 93 of the Education and Inspections Act 2006 gives guidance on *The Use of Reasonable Force to Control or Restrain Pupils*' and sets out the powers teachers and other staff have to use.

The following is a summary of the non-statutory guidance provided by the DCSF.

- Teachers and other staff have always had the right to defend themselves against an attack providing an appropriate degree of force is used.
- In an emergency, (e.g. if a pupil is at immediate risk of injury or on the point of inflicting injury), any member of staff is entitled to intervene.
- Regardless of the seriousness of the pupil's misbehaviour or the degree of provocation it remains unlawful for staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.

Staff may find it necessary to exercise the right to restrain a child in the following circumstances:

- Using an object as a weapon to threaten others
- Acting in a manner that may cause injury to themselves or others
- Attempting to leave the school premises (only if at risk when not kept within the confines of the classroom or school.)

This applies at any time where staff are on the school premises or in charge of the pupil elsewhere e.g. school trip. The only acceptable means of physical intervention could include;

- Taking a child by the hand or arm
- Blocking the path of a child about to attack another or attempting to leave the premises

Staff may find useful advice in '*Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings*' www.teachernet.gov.uk/docbank/index.cfm

If a member of staff is unable to control a child by these means the Head or a senior staff member should be sent for immediately.

An incident involving physical restraint should be reported orally straight after the event to the Head or a senior member of staff and a written report should be provided as soon as possible afterwards. If a specific allegation of abuse is made against a member of staff the school will follow the guidance set out in '*Working Together to Safeguard Children 2018*' & '*Keeping Children Safe in Education 2021*'.

Appendix 5: safer recruitment and DBS checks – policy and procedures

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

