

# Bishop Perrin Church of England Primary School



## Child Protection and Safeguarding Policy

*Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.*

Statutory Policy

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# 1 INTRODUCTION

Bishop Perrin CE School recognises its responsibility to safeguard and promote the welfare of children and their best interests. This Child Protection and Safeguarding Policy forms part of a suite of policies which set out the safeguarding responsibilities of the school, to enable us to create a safe and vigilant environment for our pupils where they feel valued and are respected.

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in the provision of safe and effective care, and taking action to enable all children to have the best outcomes. 'Children' includes everyone under the age of 18 years old.

This policy refers to staff, which includes all paid staff, Governors, visitors and volunteers in the school and seeks to set out the principles and procedures we operate to protect children from harm. The school recognises that it is an agent of referral and not of investigation.

There are some key elements to our policy:

- The welfare of our children is paramount. All children, regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan (or Child in Need Plan for lower level concerns);
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Raise staff awareness of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;

- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

It is not the responsibility of teachers and other staff in schools to investigate suspected abuse. At Bishop Perrin CE School we follow the agreed procedures established by the Kingston and [Richmond Safeguarding Children Partnership](#) (SCP) and take account of guidance issued by the DfE to safeguard children and promote their welfare.

## 2 STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- [Children Act 1989 Care Planning, Placement and Case Review](#)
- [Children Act 2004](#)
- [Education Act 2002](#)
- [London Child Protection Procedures and Practice Guidance](#)
- [Keeping Children Safe in Education 2020](#)
- [Working Together to Safeguard Children 2018](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Information Sharing](#)

In addition to the above guidance and legislation, during the Covid-19 pandemic, the school is following guidance as laid out for the full reopening of schools: guidance on full opening for [schools](#), [early years](#)

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child has been abused or is at risk of abuse.

Our procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

The school will publish its Child Protection and Safeguarding Policy on its website and hard copies will be available on request from the school office. The school will also signpost all stakeholders to information that will actively keep children safe online.

We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties.

We will ensure that all staff read and understand the following documents:

- Safeguarding and Child Protection Policy
- [Keeping Children Safe in Education \(2020\) \[Part One\]](#) and that school leaders and staff that work directly with children will also read Annex A
- Staff Code of Conduct/Safe Working Agreement
- [Health and Safety Policy](#)
- Whistleblowing Policy

- [Data Protection Policy](#)
- [Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy](#)
- [Online Safety Policy](#)
- [Complaints Policy](#)
- Staff Handbook

### 3 THE DESIGNATED SAFEGUARDING LEAD AND SCHOOL STAFF

The roles of the Designated Safeguarding Lead [DSL] and the Deputy Designated Safeguarding Lead [DDSL] are explicit in their job descriptions and we will ensure that they have the authority, time and resources to fulfil their duties.

The DSL for Child Protection in this school is: [Adrian Corke](#)

The Deputy DSL for Child Protection in this school is: [Rachael Macklearn](#)

#### **The Role of the Designated Safeguarding Lead**

- holds ultimate responsibility for safeguarding and child protection in Bishop Perrin School. This responsibility will not be delegated,
- acts as a source of support and expertise for the whole school community in regards to our safeguarding duties,
- encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- will undertake with the Governing Board, an annual audit of Bishop Perrin School's safeguarding policies, procedures and practices and ensure that this is submitted to [Kingston's and Richmond's SCP](#),
- will ensure that the name of the DSL and DDSL, are clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse,

#### **Manage Referrals**

- will refer a child if there are concerns about possible abuse, to Achieving for Children's [Single Point of Access](#) (SPA) and/or the local authority where the child resides and act as a focal point for staff to discuss concerns
- 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 left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### Work with Others

- will liaise with the local authority and work with other agencies and professionals in line with [Working Together to Safeguard Children](#) and will follow guidance as laid out in the [NPCC-When to call the Police](#) if it is deemed appropriate.
- has a working knowledge of [Kingston's and Richmond's SCP](#) and Achieving for Children procedures. Will ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required, which has been shared with the parents
- notifies Children's Social Care if a child subject to a child protection plan is absent from school without explanation,
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies

### Training

The DSL and DDSL should undergo Level 3 training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- will ensure that all staff (including new and part-time staff) sign to say they have read, understood and agree to work within Bishop Perrin School's Safeguarding and Child Protection Policy, Staff Code of Conduct and Keeping Children Safe in Education 2020 Part 1 and Annex A and ensure that the policies are used appropriately

- will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences,
- are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;
- will keep detailed, accurate and secure records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral
- understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### Raise Awareness

- ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body
- ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic

progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### Child Protection File

Where children leave the school (including for in-year transfers) the DSL ensure their Child Protection File (where a child has one) is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure the DSL and SENCOs are aware as required.

In addition to the Child Protection File, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. In addition to the above, the DSL will ensure the following:

- will ensure that all such records are kept confidential, stored securely and are separate from the pupil's general file,
- will ensure that an indication of the existence of the additional safeguarding and child protection file is marked on the pupil general file
- will ensure that a copy of the safeguarding and child protection file is retained in line with the school's Data Retention Policy and that the new school acknowledges receipt of the original file.

### Availability

During term time the DSL or DDSL should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

### **The Deputy Designated Safeguarding Lead**

Is trained to the same standard as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the Deputy will assume all of the functions above.

### **All school staff:**

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action,
- Consider, at all times, what is in the best interests of the child,
- Know how to respond to a pupil who discloses abuse,

- Will refer any safeguarding or child protection concerns to the designated safeguarding lead or if necessary where the child is at immediate risk, to the police or Single Point of Access (SPA), or if a child lives out of borough, to the relevant local authority,
- Will provide a safe environment in which children can learn.
- All staff will be offered the opportunity for supervision and support, as required. Advice and guidance around the most appropriate form of supervision will be sought from the local Safeguarding Children Partnership (SCP), facilitated by the DSL.

## 4 THE GOVERNING BODY

The Governing Board of Bishop Perrin School understands and fulfils its responsibilities, namely to ensure that:

- there is a Safeguarding and Child Protection Policy together with a Staff Code of Conduct/Safe Working Agreement,
- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff code of conduct, are consistent with [Kingston and Richmond's SCP](#) and statutory requirements. They are reviewed annually. The Safeguarding and Child Protection Policy is publicly available on the school website,
- all staff, including temporary staff and volunteers, read and understand Bishop Perrin School's Safeguarding and Child Protection Policy and Staff Code of Conduct,
- all staff have read and understood [Keeping Children Safe in Education Part 1 and Annex A](#) and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. This applies to the Governing Board in relation to Part 2 of the same guidance which is found in [Working Together to Safeguard Children](#),
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children (and disqualification by association regulations where applicable) and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training,
- there are procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned,

- the Governing Board has a nominated Governor responsible for safeguarding who has undertaken appropriate training for the role. The Chair of Governors is responsible in the event of an allegation of abuse made against the Headteacher,
- an annual audit of Bishop Perrin School's safeguarding policies, procedures and practices is undertaken with the Headteacher and DSL and that this is submitted to [Kingston's and Richmond's SCP](#),
- a member of the senior leadership team has been appointed as the DSL and they will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder's job description,
- the DSL and Deputy DSL undertake multi-agency (Level 3) safeguarding training which is updated every two years,
- there is a designated teacher to promote the educational achievement of children looked after who are on the school roll,
- all other staff have safeguarding training updated as appropriate,
- at least one member of the Governing Board has completed safer recruitment training to be repeated every five years,
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and through relationship and sex education (RSE)
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. This is set out in the school's Attendance Policy,
- appropriate online filtering and monitoring systems are in place (in guidance from [LGfL](#)),
- enhanced DBS checks (without barred list checks, unless the Governor is also a volunteer at the school) are in place for all Governors,
- Governors undertake regular safeguarding and child protection training themselves

### **The Nominated Governor for Safeguarding**

At Bishop Perrin School, we have a nominated Governor for Safeguarding who:

- is familiar with [SCP](#) guidance and policy, has received appropriate Governor safeguarding and child protection training,
- ensures the Governing Body puts in place a suitable safeguarding and child protection policy and associated procedures,

- champions safeguarding and child protection issues within the school,
- meets regularly (at least termly) with the senior member of the school's leadership team who is the designated teacher for safeguarding to monitor the effectiveness of the Governing Body's safeguarding policy,
- ensures that the Governing Body receives a half-termly report on the implementation of the school's safeguarding policy and procedures, This should detail any changes to policy and procedures, and key school safeguarding data, such as serious incidents, numbers of children looked after or subject to child protection plans, and details of any allegations made against staff or volunteers, and subsequent action, permanent or temporary exclusions, children missing education, or those with concerning attendance records. The report should include an understanding of the special needs of students and matters of diversity and ethnicity.

The nominated Governor for Safeguarding and Child Protection is: [The Revd David Cloake.](#)

## **5 INDUCTION, TRAINING AND DEVELOPMENT OF STAFF**

All members of staff, including newly-qualified teachers and teaching assistants, will be given induction and guidance that includes, as a minimum:

- basic child protection training on how to recognise signs of abuse and how to respond to any concerns
- online safety training
- familiarisation with the Child Protection and Safeguarding Policy
- familiarisation with the Staff Code of Conduct and Safer Working Practice Agreement
- familiarisation with the Whistleblowing Policy, Health and Safety Policy, the Complaints Policy, Behaviour and Exclusions Policy and the Data Protection and Data Retention Policies
- the role of the DSL
- provided with a copy of Keeping Children Safe in Education [Part One]

All staff receive safeguarding and child protection training at induction which is regularly updated and they will receive copies of the above documents and policies. In addition, they receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually. All members of staff are trained in and receive regular updates in online safety and reporting concerns

We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers, extra-curricular club tutors/coaches, student teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. This is carried out by the

Deputy DSL, the Extended School Co-ordinator and the School Business Manager

Contractors to be encouraged to come onto the premises during out-of-school hours/Inset days. Otherwise, contractors will be told of safeguarding procedures on entry to the school by school office staff. Bishop Perrin School follows the LDBS [Guidance for Consultants and Contractors](#) (Feb 2016). Please see Appendix 4.

Parent helpers, work experience students and other volunteers in the school will be given guidance about the school's child protection and safeguarding procedures and what they would need to do if they have any concerns about what they have seen or heard in the school whilst helping out. They will be provided with a guidance leaflet explaining how they should report any concerns/disclosures.

They will be informed that if they do not have a current DBS check then they always need to remain in sight of a member of staff when in the presence of children. The school will not allow people over the age of 18 years old to undertake work experience, lesson observations or teaching practice unless they have a current DBS check.

The school will maintain accurate records of staff induction and training which will be stored on the Server.

## **6 ABUSE AND NEGLECT**

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

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

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the DSL or DDSL.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and DDSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms

including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Abuse may be committed by adult men or women and by other children and young people. There are four categories of abuse.

### **Physical abuse**

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

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of

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

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

Definitions taken from [Working Together to Safeguard Children 2019](#)

### **Indicators of abuse**

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

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

A child who is being abused or neglected may:

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

- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed. **It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.**

### **Impact of abuse**

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **Taking action**

**Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.**

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern, specify school's procedures and seek support for yourself if you are distressed or need to debrief

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Bishop Perrin School recognises that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or

may have had to leave the family home as a result. Bishop Perrin School acknowledges that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

In order to be able to support children at Bishop Perrin School, the school is registered with the [Metropolitan Police's Operation Encompass](#). The purpose of Operation Encompass is to notify the school if a pupil has been present when a domestic abuse incident has occurred and the police have been called. If this happens, then the Metropolitan Police will notify the school's Designated Safeguarding Lead that such an incident has occurred. This will enable the school to be aware of what the pupil has been involved in/exposed to and offer the appropriate support to the pupil as necessary.

## **7 SAFER RECRUITMENT AND EXTENDED SCHOOL & OFF-SITE ARRANGEMENTS**

The Governing Body and the school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children whether through volunteer or paid employment. In order to do so:

- at least one member of every recruitment panel has completed safer recruitment training within the last five years
- safer recruitment practices are adhered to including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken
- The following statement is used on all adverts for new appointments:

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

The level of DBS certificate required and whether a prohibition check is required, will depend on the role. For most appointments an enhanced DBS certificate will be required as the majority of staff will be engaging in regulated activity which means that they:

- will be responsible on a regular basis, for teaching, training, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in our school where they have an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

For other staff who have an opportunity for regular contact with children but are not engaging in regulated activity, an enhanced DBS certificate that does not include a barred list check will be appropriate. This would include temporary/occasional contractors.

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

The following guidance will be used by recruitment panels as they consider references and employment.

### **References**

Consider if the reference is:

- On headed paper?
- From the person who you requested it from?
- From the last two employers?
- Signed by the author and is it an original signature?

Always ensure the referee has been contacted by telephone to discuss the reference.

### **Disclosure and Barring Service - DBS**

- The DBS form **MUST** be completed in **black ink**.
- Only an **enhanced** DBS checks can be portable. Standard DBS checks are not portable.
- A portable DBS is only valid for 1 year from **date of issue**, therefore a new DBS application should be made prior to the expiry of the portable DBS.
- The employee must provide the original DBS. Both sides of the original Disclosure should be **copied, dated** and **signed** as 'original'.

### **Medical Clearance**

All new employees complete a Health Questionnaire. If an existing employee takes up a different post they may be subject to another medical clearance depending on the type of work carried out.

### **National Insurance Numbers**

All employees require a permanent National Insurance number before they can commence work as opposed to a temporary number

### **Disqualification**

People who have been convicted of certain offences are disqualified from working in Reception and/or Breakfast Club here at Bishop Perrin School. The list of offences can be viewed by clicking through [on this link](#).

If a member of staff is convicted of an offence that would mean that they are disqualified from providing childcare at Bishop Perrin School in their current role of working within the Reception Class or working as a member of staff at the Breakfast Club or in a future role because they have been redeployed to Reception Class or Breakfast Club, then they must inform the Headteacher immediately.

### **Right to work in the United Kingdom**

Prior to employment the school will check that the employee has the necessary documentation to work in the UK. In situations where there is uncertainty over an employee's right to work in the UK, the school will seek advice from the Home Office (Helpline: 0845 010 667).

### **Individuals who have lived or worked outside the United Kingdom**

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the [NCTL Teacher Services](#) system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

The Home Office has published guidance on [criminal record checks for overseas applicants](#). The Department for Education has also issued [guidance on the employment of overseas-trained teachers](#). This gives information on the requirements for overseas-trained teachers from the European Economic Area to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the USA.

### **Agency and third party staff**

Schools must obtain written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school that the school would otherwise perform. This information will be scrutinised by the School Business Manager and passed onto the Senior Leadership Team. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made by presenting photographic ID and their DBS check.

### **Extended school and off-site arrangements involving agency and third party staff**

- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply.
- When our pupils attend off-site activities, we will ensure that effective child protection arrangements are in place.
- When our pupils attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.

### **Appointment of Staff**

Bishop Perrin School uses the form in [Appendix A](#) to confirm appointment of staff

## 8 CONFIDENTIALITY, RECORD KEEPING AND INFORMATION SHARING

All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or wellbeing. It is important that staff and volunteers tell the pupil in a manner appropriate to the pupil's age and development that they cannot promise complete confidentiality and that they may need to pass information on to other professionals to help to keep the pupil or other children safe.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a pupil to other members of staff on a need to know basis.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child, the status of such records and when copies of these records should be passed to other agencies.

Any member of staff receiving a disclosure of abuse or noticing indicators of neglect must make an accurate record using the school's blue-coloured "Pupil Safeguarding Concern Form" ([see Appendix 2](#)) as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. If a child displays signs of physical abuse on their body, this should be recorded on a Body Map ([see Appendix 3](#)). All records will be signed and dated and will include the action and advice taken, including any differences of opinion. This should be presented to the DSL.

Files and notes will be kept in a confidential place in chronological order (separate to pupil records). The Child Protection Log and SPA Referral Folder are kept locked in the Headteacher's Office in this school. All child protection records are stored securely and confidentially and will be retained for a period of the child's date of birth plus twenty five (25) years after the last entry. When pupils leave Bishop Perrin School, the school will ensure that their confidential child protection file is transferred to the new school, for the attention of the DSL, as soon as possible. This will be transferred separately from their main pupil file, ensuring secure transit and a confirmation of receipt will be requested and retained. Where appropriate, the DSL will share information in advance of the pupil transferring so support can be put in place.

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

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

Child protection information will be stored and handled in line with [Data Protection Act 2018](#) principles. Information is:

- processed for limited purposes;
- adequate, relevant and not excessive;
- accurate;
- kept no longer than necessary;
- processed in accordance with the data subject's rights; and
- secure.

Blue Pupil Safeguarding Concern Forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the child's school file will be tagged with a red circular sticker in the top right-hand corner to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a parent to see child protection records, they should refer the request to the Headteacher. Legal advice is that parents should be able to access school records, including child protection reports before any case conferences. However, this might not be the case if the records contain confidential concerns (sexual abuse for example). The Headteacher will seek advice from Legal Services regarding any requests made by parents to see child protection records.

It is understood that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

### **Sharing information**

Bishop Perrin School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with [Working Together to Safeguard Children](#) (2018) and share information between professionals and agencies where there are concerns. [The Data Protection Act](#) does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Further guidance can be found at: [Information](#)

## [Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.](#)

The school will only share information regarding suspicions and concerns with another school when formal action has already commenced over them. Suspicions and concerns may be shared verbally, but written concerns about suspicions will not be passed on. This is because they could be viewed as malicious and vindictive if anything arose as an outcome of the suspicions being shared and they were found to be unjustified.

### **Single Central Record**

The school keeps a Single Central Record which includes the details of all staff, governors, volunteers, student teachers and staff working in the school who are employed by another organisation. This is maintained by the School Business Manager and includes DBS clearance.

## **9 SUPPORTING PUPILS**

It is the responsibility of the DSL to ensure that the school is represented at, and a report is submitted to child protection conferences, child in need meetings, strategy meetings, core group meetings, and looked after children reviews.

Whoever attends should be fully briefed on any issues or concerns. The school will commit to regular liaison with other professionals and agencies who support families and a commitment to honest and open communication with families. There is a recognition of the additional vulnerability of children with disabilities or special needs, and that children may become vulnerable due to matters of concern in the home environment: domestic abuse, mental health concerns or substance use.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- Well trained staff and volunteers, who are conversant with research, practice and procedures to promote children's welfare and keep them safe, both at home and in the community.
- [The school ethos and School Values](#) which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school [Behaviour Policy](#) which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;

- An effective whole school policy against bullying and that there are measures in place to prevent all sorts of bullying amongst pupils;
- Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology service

If a child leaves and the new school is not known, the Educational Welfare Service will be alerted so that the child can be included on the database for missing pupils. If a parent or carer reports that a child has moved to a new school, we will remove the child from the school roll once we have received confirmation that the child has been placed elsewhere by their new school and the Educational Welfare Service.

### **Children Who May Be Particularly Vulnerable**

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who:

- are disabled or have special educational needs;
- are living in a known domestic violence and abuse situation;
- are affected by known parental substance misuse, mental ill health or adult learning disability;
- are asylum seekers;
- are living away from home;
- are vulnerable to being bullied, or engaging in bullying;
- are living in temporary accommodation;
- are living transient lifestyles;
- are living in chaotic, neglectful and unsupportive home situations;
- are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- are children who may be at risk of sexual exploitation; or
- do not have English as a first language.
- have poor attendance
- have been missing from education.

### **Children who have a social worker**

Children may need a social worker due to safeguarding and/or welfare needs. This may be due to abuse, neglect and/or complex family circumstances. Name of school recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The local authorities will share the fact that a child has a social worker with the school, and the designated safeguarding lead will ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This information will inform decisions about

safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **Notifying Parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the SPA. Where there are concerns about forced marriage or honour-based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

## **10 PROTECTING CHILDREN IN SCHOOL**

### **Early Years Foundation Stage**

As an early years provider delivering the Early Years Foundation Stage (EYFS), Bishop Perrin School aims to meet the specific safeguarding and child protection duties set out in the [Childcare Act 2006](#) and related statutory guidance.

The school will ensure that children taught in the Reception class are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

Please see the school's [Online Safety Policy](#) for guidance regarding the use of mobile phones and digital cameras within the school setting.

All safeguarding policies listed in this policy will apply equally to children in our Reception class. Our Reception Class staff will follow the child protection procedures set out in this policy.

### **Through the Curriculum**

There are many opportunities within our curriculum to teach children about keeping safe. These messages are delivered through the PSHE lessons, Relationships and Sex Education (RSE) Lessons, Worship and other specific assemblies and lessons. There may be occasions when outside agencies (such as the School Nurse, the NSPCC, the Police, etc) may support the delivery of safeguarding issues. Topics that are covered during lessons include:

Personal safety, stranger danger, road safety, fire safety, safe walking, road safety, cycling proficiency, positive relationships, self-esteem, drugs and alcohol, CSE, radicalisation and extremism, sexting and bullying (including cyber bullying)

### **Physical Intervention**

Bishop Perrin School has a Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy which is available as a separate document. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'safe practice' guidance to ensure they are clear about their professional boundaries.

Calming and defusing behaviour management strategies will always be used first to de-escalate a violent or aggressive incident. Physical restraint will only be used as a last resort in situations where calming and defusing strategies have failed to de-escalate the situation and there is a risk of likely injury to the child concerned or others and/or likely significant damage to property. Staff who are likely to need to use physical intervention will be appropriately trained. All incidents involving physical intervention will be recorded and signed by a witness.

If there is information to suggest that a child is likely to behave in a way that may require physical control or restraint, a risk assessment is undertaken. (Please see [Appendix 5](#) and the Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy).

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. Every incidence of bullying should be reported and will be dealt with in line with the school's Behaviour, Anti-Bullying and Exclusions Policy.

Every parent receives a copy of the school's Behaviour Charter on joining the school, and they are signposted to the school's Behaviour, Anti-Bullying, Exclusions and Physical Intervention Policy on the school website. The subject of bullying is addressed at regular intervals through the Personal, Social and Health Education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and/or the DSL will consider implementing child protection procedures.

### **Intimate Care**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care. The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children/young people wherever possible. Further details about school procedures can be found in the [Medical Needs, First Aid and Intimate Care Policy](#).

### **Extended School and Off-Site Arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures. When our pupils attend off-site activities and residential trips, we will ensure that effective child protection arrangements are in place including adequate risk assessments.

### **Photography and Images**

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

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parental consent;
- use only the child's first name with an image;
- ensure that children are appropriately dressed; and
- encourage children to tell us if they are worried about any photographs that are taken of them
- follow the guidance given in our Online Safety Policy with regards to taking photographs of pupils using digital cameras/mobile phones/tablets.

### **Online Safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

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

Bishop Perrin School will do all that it reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the school has appropriate filters and monitoring systems in place.

Whilst it is essential that schools have appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

The school’s Online Safety Policy (which can be found on the school’s website) explains how we try to keep children safe in school. Cyber-bullying by children and adults via texts and social networks will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

In addition to the Online Safety Policy, children will be informed of the dangers of technology and how to keep safe on the internet through the delivery of Computing lessons, PSHE lessons and [Relationships and Sex Education \(RSE\) lessons](#). The school will follow guidance as laid out in the DfE’s [Teaching Online Safety In School](#) The school also shares regular updates to parents, via email and the school newsletter, online safety information from websites such as: [Thinkuknow](#), [London Grid for Learning](#) and [NSPCC](#)

The Online Safety Policy gives guidance on the use of mobile technology (phones and cameras) by staff and parents inside and outside of school. Guidance is also given to staff via the school’s Staff Code of Conduct and Safer Working Practice Agreement, which is read and signed against by staff annually.

### **Education at home using online learning platforms**

Where children are being asked to learn online at home the school follows guidance from the DfE which has provided advice to support schools do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

### **Youth Produced Sexual Imagery (Sexting)**

Bishop Perrin School will act in accordance with advice endorsed by DfE ‘Sexting in schools and colleges: responding to incidents and safeguarding young people’ ([UK Council for Child Internet Safety](#) 2016) ‘[Sexting in school and colleges](#)’

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the children involved. Children who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising children unnecessarily. Bishop Perrin School will therefore work in partnership with

external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a YPSI issue in relation to a device in the possession of a child (eg, mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice searching, screening and confiscation: advice for Headteachers, school staff and governing bodies (DfE February 2014), page 11 'After the search'. [Searching, screening and confiscation](#)

Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).

The DSL will discuss the concerns with appropriate staff and speak to the children involved as appropriate. Parents and carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the children at risk of harm. If, at any point in the process, there is concern that a child has been harmed or is at risk of harm a referral will be made to SPA and/or the police immediately.

The police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by children. These include possible adult involvement or criminal or abusive behaviour by children such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a child who is pictured.

Aggravated incidents of sexting will be referred to AfC's Single Point of Access for advice about whether or not a response by the police and/or children's social care is required. This will facilitate consideration of whether:

- there are any offences that warrant a police investigation
- child protection procedures need to be invoked
- parents and carers require support in order to safeguard their children
- a multi-agency sexual exploitation (MASE) meeting is required
- any of the perpetrators and/or victims require additional support, this may require the initiation of an early help assessment and the offer of early help services.

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of children (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of children by one or more other pupils to create and share indecent images of themselves
- pressure applied to a number of pupils (eg, all female pupils in a class or year group) to create and share indecent images of themselves
- pressurising a child who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of children to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the child's developmental stage or are violent
- sharing of indecent images places a child is at immediate risk of harm, for example the child is presenting as suicidal or self-harming

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the school is able to contain the situation in partnership with all parents of the children involved, arrange for the parents to ensure that all indecent images are deleted and that the children involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will consult with the Police and the Single Point of Access to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

### **Viewing the imagery**

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery. Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil.

If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the child or parent in making a report

- is unavoidable because a child has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL will:

- never copy, print or share the imagery; this is illegal
- ensure viewing takes place with another member of staff present in the room, ideally the Deputy DSL or a member of the Senior Leadership Team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school premises, ideally in the Headteacher's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the child in the imagery
- record the viewing of the imagery in the pupil's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

### **Deletion of images**

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

## **11 WHAT TO DO IF YOU ARE WORRIED ABOUT A CHILD IN SCHOOL**

If staff have any concerns about a child's welfare, they should act on them immediately. Any concerns regarding indicators of abuse or neglect or signs that a child may be experiencing a safeguarding issue should be recorded on a blue Safeguarding Concern Form ([see Appendix 2](#)) and passed to the DSL or Deputy DSL. For physical signs of abuse, a body map can also be used ([see Appendix 3](#)). Concerns can also be discussed in person with the DSL but the details of the concern should be recorded in writing.

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

Staff at Bishop Perrin School will know that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the blue Safeguarding Concern Form to record these early concerns and give the completed form to the DSL.

Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.

The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their local LSCB and LA. The Headteacher or Chair of Governors must also be able to deal with allegations made against members of staff.

The SPA is the first point of contact for child protection and safeguarding in Richmond. Their phone number is: 020 8547 5008. Their website is: [http://www.richmond.gov.uk/single\\_point\\_of\\_access](http://www.richmond.gov.uk/single_point_of_access)

If you believe the child to be at risk of imminent harm you should always contact the police by calling 999 and then call SPA.

### **Early Help and inter-agency working**

At Bishop Perrin School we are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. In the first instance staff should discuss early help requirements with the DSL and follow the guidance in [Flowchart 1](#). Any child may benefit from early help, but we are particularly aware of the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child.

Staff may be required to support other agencies and professionals in an [Early Help Assessment](#) (EHA). This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to SPA if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As a person who works with children, staff have a duty to refer safeguarding concerns to the DSL. However if:

- concerns are not taken seriously by an organisation or
- action to safeguard the child is not taken by professionals and
- the child is considered to be at continuing risk of harm

then staff should contact SPA directly themselves.

**If, at any point, a child is in immediate danger or is at risk of serious harm, a referral should be made to SPA immediately.** Anybody can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

As part of meeting a child's needs our Governing Board recognises the importance of sharing information between professionals and local agencies. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

**Action to be taken when a child discloses, or a member of staff suspects, that abuse has occurred outside school**

If a child makes a disclosure to a member of staff (or other adult) that they are suffering or at risk of suffering significant harm, or if a member of staff becomes aware of any information suggesting that child abuse may have occurred or is likely to occur, then the following steps must be taken ([See Flowchart Two](#)):

- The member of staff must record information regarding the disclosure on the same day. The recording must be made on the [Pupil Safeguarding Concern Form](#) and it must be a clear, precise, factual account of the disclosure
- The member of staff should give the completed [Pupil Safeguarding Concern Form](#) to the DSL at the earliest opportunity and discuss their concerns. In the absence of the DSL, the Form should be handed to the Deputy DSL. In the absence of the DDSL, the Form should be handed to a senior member of staff. The DSL will be alerted to the

generation of a [Pupils Safeguarding Form](#) at the earliest opportunity if they are absent at the time of completion.

- The DSL should listen to what the child or young person wishes to say in response to the concerns and clarify any matters which are not clear in the child's account but **must not** conduct an in-depth interview or investigation of the allegation. The DSL must explain to the pupil at the outset of such a discussion that no promise of personal confidentiality can be made, even if the child should request this, as this would not be possible if there were a subsequent child protection enquiry. The DSL should explain to the child what could happen next.
- The DSL should keep an accurate written and dated record of anything the child has said about the matter and this must be reported immediately to the Headteacher, where the Head is not him or herself the DSL. The Headteacher/DSL, will make a referral and/or gain advice from SPA.
- If the decision is not to refer, the Headteacher/DSL must officially log the decision, the reasons for it and any subsequent action taken in respect of the child who raised the matter initially.
- Where it is decided that the matter should be referred, the school should immediately contact SPA or known case-holding social worker in the relevant team, depending on the pupil's place of residence. The school should state the cause for concern and any action so far taken.
- Where, based on the information available, SPA decides that it is not appropriate to proceed further with a child protection enquiry, the social worker concerned will provide advice to the school on any other action that may be taken to promote the child's welfare within 24 hours. This could include intervention by other Social Services teams or workers, the Education Welfare Service, the Health Service or voluntary agencies.
- Where, based on the information available, Children and Families Services decide that a '[Section 47](#)' investigation is needed, the school will be asked to complete a formal *Child Protection Referral Form*. A copy of this form is annexed to the main procedure guidance. It should be faxed as soon as possible to the Duty Officer of the relevant SPA, or to the allocated Social Worker if the child already has one. A signed copy should be forwarded immediately afterwards by post.
- The enquiry will start within 24 hours of the decision to do so being made. A Child Protection Strategy Discussion will be called, which in appropriate circumstances would involve the Police Child Abuse Investigation Team, to discuss the future handling of the case.

School staff will normally be asked to attend this meeting to provide background information.

- One outcome of the Strategy Discussion will be a decision on what information should be shared with the family, and by whom. Consideration will be given to the fact that such information sharing could in some circumstances, place the child in a position of risk of significant harm, or else could jeopardise a subsequent police investigation into an alleged offence.
- The SPA will then have full responsibility for pursuing and concluding the enquiry, and for co-ordinating with the Police Child Abuse Investigation Team, medical personnel and other key workers. They will inform the school and all other key workers involved of subsequent developments.

#### **Action where a child has serious injuries which require immediate treatment**

If, within the context of these guidelines, a child has injuries which require immediate treatment, the DSL / Headteacher should arrange for the child to be taken to the casualty department of the nearest hospital. They should inform the hospital that child abuse is suspected. The DSL / Headteacher must also arrange for the parents, or those with parental responsibility, to be informed as soon as possible that the child has been taken to hospital. The subsequent reporting of suspected abuse should be made to the DSL who will follow the steps described above.

#### **Action when children are not collected from school at the end of the day**

The child will remain at School if they are not collected and their Class Teacher will try to contact the parent/carer using the available telephone numbers. If the parent/carer is not contactable, then the Class Teacher will advise a senior member of staff. If the parent/carer or other family member with parental responsibility cannot be contacted by the time 4pm, the school will contact SPA.

In exceptional circumstances, it may be necessary for a child to be taken from school to another appropriate venue (by a named contact/relative/friend) while the parent/carer is being located. SPA will make further enquiries to identify any possible alternative venue for interim care of the child until the parent/carer is contacted.

Parents will be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- Placing a member of staff from any agency at risk.

### **Looked After Children and Previously Looked After**

The most common reasons for children becoming looked after is as a result abuse and/or neglect. Bishop Perrin School will ensure that staff have the necessary skills and knowledge to keep children looked after and previously looked after safe. Appropriate staff will have the information they need in relation to a child looked after's legal status (for example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated) and the level of authority delegated by the caring authority to the carer.

The Designated Teacher for children looked after is [Adrian Corke](#).

The Designated Governor for children looked after is [Revd David Cloake](#)

The Designated Teacher will:

- promote a culture of high expectations and aspirations for how children looked after and previously looked after learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that the children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of all children looked after's personal education plans (PEPs) within the school

### **Role and responsibilities of the Designated Teacher**

The Designated Teacher will attend [appropriate training](#) and ensure that the school has the up to date details of the allocated social worker/personal adviser (care leavers) and the Virtual School Headteacher in Richmond that looks after the child. Details of the AfC Virtual School can be found at: [AfC Virtual School](#)

In Bishop Perrin School the designated teacher will work with the Virtual School Head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

### **Support for Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

## 12 WHISTLEBLOWING AND ALLEGATIONS INVOLVING SCHOOL STAFF, VOLUNTEERS OR PUPILS

All staff must be aware of their duty to raise concerns about the attitude or actions of a member of staff s(including supply teachers and volunteers) in line with the school's Staff Code of Conduct and Whistleblowing Policy. Any taff member can press for re-consideration of a case if they feel a child's situation does not appear to be improving. They must refer their concerns to the SPA directly, if they have concerns for the safety of a child.

If the concerns are about the Headteacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

**The Revd David Cloake** CONTACT NUMBER: **0208 408 1220**

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

**Russell Nimmo** CONTACT NUMBER: **0208 894 1447** (*School*)

The nominated Governor for Child Protections is:

**The Revd David Cloake** CONTACT NUMBER: **0208 408 1220**

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#); and
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Despite all efforts to recruit safely there may be occasions when allegations of abuse against children are reported to have been committed by staff, practitioners and/or volunteers, who work with pupils in our school.

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child;
- Possibly committed a criminal offence against/related to a child;
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life, such as if they had a child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the Staff Handbook and the school's Code of Conduct and the 'Guidance for safer working practice for adults who work with children and young people in education settings' [Guidance for safer working practice](#)

Guidance about conduct and safe practice, including safe use of mobile phones by staff will also be given at induction. All staff should be aware of name of school's Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy.

All school staff should take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual pupils or parents to be conducted in view of other adults. We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the DSL. ([See Flowchart 3](#))

Guidance, as laid out in [Part 4 of Keeping Children Safe in Education](#), will be followed by the school where an allegation has been made against a member of staff, a supply teacher or volunteer that falls into one or more of these criteria, even though the incident may have occurred outside of the work place:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Headteacher first. ([See Flowchart 4](#))

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by police or

Children's Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home
- the higher standards of conduct demanded by law and regulation of those caring for other people's children
- the position of trust enjoyed by such people

Bishop Perrin School will follow the London Child Protection Procedures for managing allegations against staff [London child protection procedures: allegations](#) and procedures set out in [Keeping Children Safe in Education](#)

It is possible that the facts of a case may warrant an investigation of the member of staff concerned. Any disciplinary proceedings against staff related to child protection matters will be concluded in full accordance with Government guidance from Keeping Children Safe in Education, LSCB, LADO and HR policy, procedures and guidance under the LA's disciplinary procedures. Such an investigation **must not** be conducted while any formal child protection enquiry or criminal investigation is being pursued.

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and an HR consultant in making this decision. All options to avoid suspension will be considered. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors in consultation with the LADO and HR.

If an allegation pertains to an adult not employed directly by the school, for example, catering staff, cleaning staff, peripatetic teachers, sports coaches etc. the school will work directly with the employing agency and the LADO as described above.

Staff, parents and Governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

#### **What to do if a pupil is the subject of the allegation**

If a pupil is the subject of an allegation against another pupil, then the school will follow the steps laid out in [Flowchart Three](#) and seek advice from the LADO via SPA.

## **13 SPECIFIC SAFEGUARDING ISSUES**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [bullying including cyberbullying](#)
- [children missing education \(CME\)](#)      see also [below](#)

- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#) see also [below](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) see also [below](#)
- [forced marriage](#) see also [below](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- [mental health](#) see also [below](#)
- [missing children and adults strategy](#)
- [private fostering](#) see also [below](#)
- [radicalisation](#) see also [below](#)
- [sexting](#) see [above](#)
- [trafficking](#) see also [below](#)

### **Children who may be particularly vulnerable**

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including: prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- Children who need a social worker (Child in Need and Child Protection Plans) as laid out in the findings from the [Children in Need Review](#)
- looked after by the local authority or otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- already viewed as a 'problem'
- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

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

## **Mental Health**

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the DSL or DDSL.

The DfE has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol.

## **Child Missing from Education (CME) and Child Sexual Exploitation (CSE)**

Both CME and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

## **Children Missing Education (CME)**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. The school operates in accordance with statutory guidance '[Children Missing Education](#)' (DfE 2016)

A child going missing from education is a potential indicator of abuse or neglect. We will ensure, where possible, that we have more than one emergency contact number for each pupil. This will give the school additional options to make contact with a responsible adult when a child missing from education is also identified as a welfare and/or safeguarding concern. School staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The law requires all schools to have an admission register and an attendance register. Attendance is monitored closely and we work in partnership with AfC when patterns of absence give rise to concern. Our [Attendance Policy](#) is set out in a separate document and is reviewed regularly by the Governing Body.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

At Bishop Perrin School, if we have been provided with a forwarding address and confirmation of the new school for the child in question, then we will notify the Admissions Department. If we do not have a new address or contact details of the new school the child's papers need to be sent to then we will make a referral to SPA for the attention of Educational Welfare.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement,

at intervals determined by the Secretary of State).

### **Child Sexual Exploitation (CSE)**

Bishop Perrin School follows the London Child Protection Procedures for safeguarding children from sexual exploitation [Safeguarding Children from Sexual Exploitation](#) In February 2017, the government updated the working definition of child sexual exploitation [Child sexual exploitation definition and guide for practitioners](#)

*“Child sexual exploitation is 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.”*

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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

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

#### **I. Key factor in CSE**

Child sexual exploitation involves some form of exchange (sexual activity in return for something) between the victim and/or perpetrator or facilitator. Where there is no such exchange, for example, where the gain for the perpetrator is sexual gratification (or the exercise of power or control), this is described as sexual abuse (and not exploitation).

#### **II. Links to other kinds of crime**

- a. Child trafficking
- b. Domestic abuse
- c. Sexual violence in intimate relationships
- d. Grooming (including online grooming)
- e. Abusive images of children and their distribution

- f. Drugs-related offences
- g. Gang-related activity
- h. Immigration-related offences
- i. Domestic servitude

All young people are at risk from online exploitation, and can be unaware that this is happening. Online exploitation includes the exchange of sexual communication or images and can be particularly challenging to identify and respond to. Children, young people and perpetrators are frequently more familiar with, and spend more time in, these environments than their parents and carers.

Online child sexual exploitation allows perpetrators to initiate contact with multiple potential victims and offers a perception of anonymity. Where exploitation does occur online, the transfer of images can be quickly and easily shared with others which makes it difficult to contain the potential for further abuse.

### **III. Children may be perpetrators of abuse**

It must be recognised that children may also be perpetrators of abuse, sometimes at the same time as being abused themselves.

#### **Child Criminal Exploitation (CCE)**

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

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

#### **Children who run away or go missing from home or care**

Bishop Perrin School recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

'Keeping Children Safe in Education' highlights that '[Statutory Guidance on Children who Run Away or go Missing from Home or Care](#)' (DfE 2014)

requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with AfC or other relevant local authority, we will facilitate return home interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school or college site for the interview to take place.

### **Children with family members in prison**

Bishop Perrin School recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children.

### **Children with Special Educational Needs and Disabilities (SEND)**

Children with SEND can face additional safeguarding challenges. Bishop Perrin School recognises that additional barriers can exist when recognising abuse and neglect in children with SEND, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will be vigilant of children with SEND and the school's Inclusion Manager will disseminate information about them so that all adults in the school are aware of their individual needs. If staff have any safeguarding concerns about pupils with SEND within the school they will report these in line with the mechanisms laid out within this policy.

### **Child Trafficking and Modern Slavery**

Human trafficking, is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern day slavery, as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the United Kingdom. Staff at Bishop Perrin School are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to the Single Point of Access as appropriate.

#### **I. Types of Modern Day Slavery**

Examples of industries and services where slavery exist in the UK today, the victims of which include children and young people are (with examples):

- a. the sex industry, including brothels
- b. retail: nail bars, hand car washes
- c. factories: food packing
- d. hospitality: fast-food outlets
- e. agriculture: fruit picking

- f. domestic labour: cooking, cleaning and child minding
- g. additionally, victims can be forced into criminal activities such as cannabis production, theft or begging

Modern day slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought to the UK from overseas or vulnerable people in the UK being forced illegally work against their will. Children and young people have an increased vulnerability to slavery. Poverty, limited opportunities at home, lack of education, unstable social and political conditions, and war are some of the situations that contribute to trafficking of victims and slavery.

Slavery can be linked to a number of safeguarding issues, including child sexual exploitation, but normally includes at least one of the following specific situations.

- a. Child trafficking: young people being moved internationally or domestically so that they can be exploited.
- b. Forced labour: victims are forced to work through physical or mental threat, against their will, often very long hours for little or no pay, in conditions that can affect their physical and mental health. They are often subjected to verbal or physical threats of violence against them as individuals or their families.
- c. Debt bondage: victims forced to work to pay off debts that they will never be able to. Debts can be passed down to children. Extreme examples include where a victim may be owned or controlled by an 'employer' or sold as a commodity.

Possible signs and indicators that someone is a victim of modern slavery that anyone working with children and young people should be aware of include:

- a. physical appearance: poor physical condition, malnourishment, untreated injuries, and looking neglected
- b. isolation: victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. they may not interact and be unfamiliar in their local community
- c. poor living conditions: victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address or premises
- d. personal belongings: few possessions, wearing the same clothes each day, and no identification documents
- e. restricted freedom: victims have little opportunity to move freely and may be kept from having access to their passport
- f. unusual travel times: victims may be dropped off or collected from work on a regular basis either very early or late at night
- g. reluctant to seek help: victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report should they be deportation or fear of violence on their family

If a member of staff suspects that a pupil may be a victim they will, in the first instance report their concerns to the DSL. The DSL will seek advice and support from the Single Point of Access who may in turn make a referral to the [National Crime Agency](#) via the National Referral Mechanism (NRM). Further advice can be provided directly by the modern slavery helpline on 0800 0121 700.

### **Contextual Safeguarding**

Contextual Safeguarding is an approach to understanding, and responding to, children and young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

Bishop Perrin School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.

All staff, but especially the designated safeguarding leads will consider the context within which such incidents and/or behaviours occur and whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare [contextual safeguarding](#)

### **County Lines**

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

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

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

### **Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the [Home Office's Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

### **Domestic Abuse**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse.](#)

### **Female Genital Mutilation (FGM)**

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

These risk indicators may include:

- pupil talking about getting ready for a special ceremony
- family taking a long trip abroad
- pupil's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- knowledge that the pupil's sibling has undergone FGM
- pupil talks about going abroad to be 'cut' or to prepare for marriage

In England, Wales and Northern Ireland, the practice is illegal under the [Female Genital Mutilation Act 2003](#). Any person found guilty of an offence under the [Female Genital Mutilation Act 2003](#) is liable to a maximum penalty of 14 years imprisonment or a fine, or both. (See [Female Genital Mutilation Statutory Guidance](#) for further information). If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Members of staff at Bishop Perrin School in this situation will record their concerns on a blue [Safeguarding Concern Form](#) and inform the DSL, who will support the teacher in making a direct report to the police. There are no circumstances in which a teacher or other member of staff will examine a girl.

### **Forced Marriage**

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the [Anti-Social Behaviour, Crime and Policing Act 2014](#). For further information see: [Guidance forced marriage](#)

School staff will never attempt to intervene directly as a school or through a third party. Contact will be made with the Single Point of Access or the Forced Marriage Unit (020 7008 0151) for advice and support.

### **Homelessness**

Bishop Perrin School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse and anti-social behaviour
- the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to SPA will be made.

### **Honour Based Abuse (HBA)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. If in any doubt staff should speak to the DSL. The DSL will consider the need to make a referral to the police, and/or the Single Point of Access as with any other child protection concern and may also contact the Forced Marriage Unit for advice as necessary. Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

### **Fabricated or Induced Illnesses**

Staff are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause. There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- fabrication of signs and symptoms, including fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- induction of illness by a variety of means

The above three methods are not mutually exclusive. Existing diagnosed illness in a child does not exclude the possibility of induced illnesses. The very presence of an illness can act as a stimulus to the abnormal behaviour and also provide the parent with opportunities for inducing symptoms.

Fabricated or induced illness is most commonly identified in younger children. Although some of these children die, there are many that do not die as a result of having their illness fabricated or induced, but who suffer significant long term physical or psychological health consequences.

Fabrication of illness may not necessarily result in a child experiencing physical harm, but there may be concerns about the child suffering emotional harm. They may suffer emotional harm as a result of an abnormal relationship with their parent and/or disturbed family relationships.

Staff will record and report any concerns about a child who might be experiencing Fabricated or induced illness to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral or consult with the Single Point of Access as with any other child protection concern.

### **Peer on Peer Abuse**

Staff must be vigilant to peer on peer abuse and understand that abuse is abuse and that it should never be tolerated or passed off as “banter” or “part of growing up”. Peer on peer abuse can manifest itself in many ways including, but not exclusively:

- Sexting
- Cyberbullying
- Being touched sexually
- Initiation/hazing
- Teasing

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

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

- physical abuse: violence, particularly pre-planned, forcing others to use drugs or alcohol, initiation/hazing type violence and rituals.
- emotional abuse: blackmail or extortion, threats and intimidation
- sexual abuse: indecent exposure, upskirting, indecent touching or serious sexual assaults, forcing others to watch pornography or take part in sexting
- abuse within intimate partner relationships
- sexual exploitation: encouraging other children to attend inappropriate parties, photographing or videoing other children performing indecent acts; ‘Upskirting’ typically involves taking a

picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Bishop Perrin School will seek to minimize peer on peer abuse via the curriculum (PSHE and RSE) and the promotion of both Christian and British Values. The school will follow DfE guidance on [searching screening and confiscation advice](#) and the UK Council for Child Internet Safety (UKCCIS) Education Group's advice for schools and colleges about [sexting](#).

Incidents of peer on peer abuse will be dealt with in accordance with the school's Behaviour, Bullying and Physical Intervention Policy, Online Safety Policy (if appropriate) and the Child Protection and Safeguarding Policy (if appropriate).

**I. What to do if an allegation of peer-on-peer abuse is made:**

- a. Staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.
- b. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- c. The DSL should contact SPA to discuss the case. It is possible that SPA are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a SPA referral where appropriate.
- d. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.
- e. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- f. It may be appropriate to exclude the pupil being complained about for a period of time according to the behaviour policy and procedures.
- g. Where neither SPA nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- h. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- i. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

**Radicalisation and Extremism**

Protecting children from the risk of radicalisation is part of Bishop Perrin School's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Section 26 of the [Counter-Terrorism and Security Act 2015](#) places a duty on education and other children's services ('specified authorities') to have 'due regard to the need to prevent people from being drawn into terrorism'.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- ✓ Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- ✓ Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- ✓ Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Bishop Perrin School takes seriously our responsibility to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. We are committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

Bishop Perrin School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area, and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

The DSL will discuss any concerns about possible radicalisation identified in school with a pupil's parents and carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk. The school will also support parents and carers who raise concerns about their children being vulnerable to radicalisation.

We will then follow normal safeguarding procedures, which may involve contact the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police PREVENT team and Channel programme for any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

We will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the following websites informative and useful:

[Protecting children from radicalisation: the prevent duty](#)

[Educate against hate](#)

### **Private Fostering**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Bishop Perrin School recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When Bishop Perrin School becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements. [Looking after someone else's child](#)

### **School related weapons incidents**

Bishop Perrin School follows the AfC School Related Weapons or Potential Weapons Incidents

The school has a duty and a responsibility to protect and safeguard our pupils and staff and will inform SPA and the police of any incident involving a weapon or potential weapon.

Teachers have a number of legal powers which include the power to search pupils without consent for a number of 'prohibited items'. These include: knives and weapons; alcohol; illegal drugs and stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules that has been identified in these rules as an item that may be searched for [searching, screening and confiscation](#)

Bishop Perrin School recognises that children and young people involved in school related weapons incidents, including the alleged perpetrators, are vulnerable. The school will provide support, protection and education to develop a full understanding of the implications of carrying, and or using, weapons.

### **Sexual Violence and Sexual Harassment**

Bishop Perrin School follows the DfE's advice about sexual violence and sexual harassment between children in schools and colleges [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges \(DfE May 2018\)](#)

Sexual violence and sexual harassment can occur between two pupils of any sex. They can also occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils.

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Name of school will ensure that all victims are taken seriously and offered appropriate support.

Sexual violence and sexual harassment is not acceptable. Behaviours such as making sexual remarks, grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

Bishop Perrin School recognises that the following pupils can be especially vulnerable to sexual violence and sexual harassment:

- Children with Special Educational Needs and Disabilities (SEND)
- Pupils who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

### **Sexual violence:**

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

**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.

**Consent:** 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. 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.

### **Sexual harassment can include:**

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- sexual 'jokes' or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes displaying pictures, photos or drawings of a sexual nature
- upskirting
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (see Youth Produced Sexual Imagery (Sexting)); unwanted sexual comments on social media; sexualised online bullying; exploitation; coercion and threats. Online sexual harassment may be stand alone, or part of a wider pattern of sexual harassment and/or sexual violence

### **Harmful sexual behaviours**

Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. For more information see [NSPCC Harmful Sexual Behaviours](#)

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. A useful tool is: [Brook Traffic Light Tool](#)

Harmful sexual behaviours will be considered in a child protection context. Bishop Perrin School recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

The PSHE and SRE curriculum covers the following issues according to the age and stage of development of the pupils:

- a. healthy and respectful relationships
- b. what respectful behaviour looks like
- c. gender roles, stereotyping, equality
- d. body confidence and self-esteem
- e. prejudiced behaviour
- f. that sexual violence and sexual harassment is always wrong

### **Responding to allegations of sexual harassment and sexual violence**

Bishop Perrin School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required. The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community.

A risk and needs assessment will be completed for all reports of sexual violence. The need for a risk and needs assessment for reports of sexual harassment will be considered on a case by case basis. The assessment will consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them

The school will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community.

### **Suicide and Self-harm**

- I. **Suicide:** an act of deliberate self-harm which results in death.
- II. **Self-harm:** self-poisoning or self-injury, irrespective of the apparent purpose of the act.
- III. **Suicide and self-harm links:** self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last for a short time. For others, it can become a long-term problem. Some people self-harm, stop for a while, and return to it months, even years, later, in times of distress.

Risk factors that indicate a child or young person may be at risk of taking actions to harm themselves or attempt suicide can cover a wide range of life events such as: bereavement, bullying, cyber bullying, mental health

problems including eating disorders, family problems such as domestic violence, any form of abuse or conflict between the child and parents.

The most common forms of self-harm are:

Cutting, biting self, burning, scalding, branding, picking at skin, reopening old wounds, breaking bones, punching, hair pulling, head banging, ingesting objects or toxic substances, overdosing with a medicine

Self-harm is usually a secretive behaviour but signs may include:

- wearing long sleeves at inappropriate times
- spending more time in the bathroom
- unexplained cuts or bruises, burns or other injuries
- unexplained smell of Dettol, TCP, etc
- low mood - seems to be depressed or unhappy, low self-esteem, feelings of worthlessness
- any mood changes - anger, sadness
- changes in eating or sleeping patterns
- losing friendships, spending more time by themselves and becoming more private or defensive
- withdrawal from activities that used to be enjoyed
- abuse of alcohol and or drugs

Bishop Perrin School recognises that any pupil who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a pupil has self-harmed, or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern.

### **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. [Upskirting know your rights – UK Government](#)

## 14 RELATED SAFEGUARDING POLICIES, DOCUMENTS AND KEY CONTACTS

This policy should be read in conjunction with the following school policies and documents:

- Behaviour, Bullying and Physical Intervention Policy
- Attendance Policy
- [Children Looked After](#)
- [Complaints Policy](#)
- Whistleblowing Policy
- [SEND Policy](#)
- Grievance and Disciplinary Policy (LBRUT)
- Health and Safety Policy
- Staff Code of Conduct and Safe Working Practice Agreement
- Staff Handbook
- Job descriptions for DSL and Deputy DSL
- Information leaflets for Supply Teachers/Parent Helpers/Work Experience Students
- Single Central Record Policy
- [Medical Needs, First Aid and Intimate Care Policy](#)
- [Online Safety Policy](#)
- [Relationships and Sex Education Policy](#)
- [Drugs Education Policy](#)
- [PSHE Policy](#)

## Appendix 1 – New Appointment Setting-up Checks

*(All checks undertaken and evidenced by the School Business Manager)*

**NAME:**

**POSITION:**

**START DATE:**

NAME OF DOCUMENT	DATE SENT/REQUESTED	DATE RETURNED/RECEIVED/SEEN	
Confirmation of job offer letter			
Passport seen and copy taken			
Qualifications seen and copies taken			
Proof of address x 2 seen and copies taken			
Health Questionnaire Link sent/advised			
New Employee Information form			
Rehabilitation of Offenders Form			
Reference 1 requested			
Reference 2 requested			
Confirmation of Acceptance of position			
New Employee Form uploaded to HR			
	<b>Date</b>		
DBS disclosure seen/commenced		<b>Disclosure Number:</b>	<b>Disclosure Date:</b>
Barred Check undertaken			
Right to Work in UK evidenced		<b>Document:</b>	<b>NI Number:</b>
HMRC Starter Checklist given		<b>Returned:</b>	<b>Sent to HR:</b>
Prohibition from Teaching check			
Contract received from LEA		<b>Date given to employee:</b>	<b>Date Signed Contract Returned:</b>
Safeguarding Briefing undertaken		<b>By Whom:</b>	
Email/log on requested		<b>Date received:</b>	<b>Date given to employee:</b>
Details entered onto INTEGRIS			<b>Date:</b> Details entered onto SCR

## Appendix 2 – Bishop Perrin School Pupil Safeguarding Concern Form



# BISHOP PERRIN

## Church of England Primary School

Please complete this form with as much factual information (including times/dates and any direct quotes from the child) and pass it on immediately to either the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL).

REMEMBER - do not discuss the disclosure with anyone else except the DSL or DDSL

Child's Details			
<b>Name:</b>		<b>Class:</b>	

Details of Initial Cause for Concern			
Reported by:		Job Title:	
Date and time of incident:			

**Your account of the concern** *(what was said, observed, reported and by whom):*

Signed: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_

**Action taken by the DSL/DDSL:**

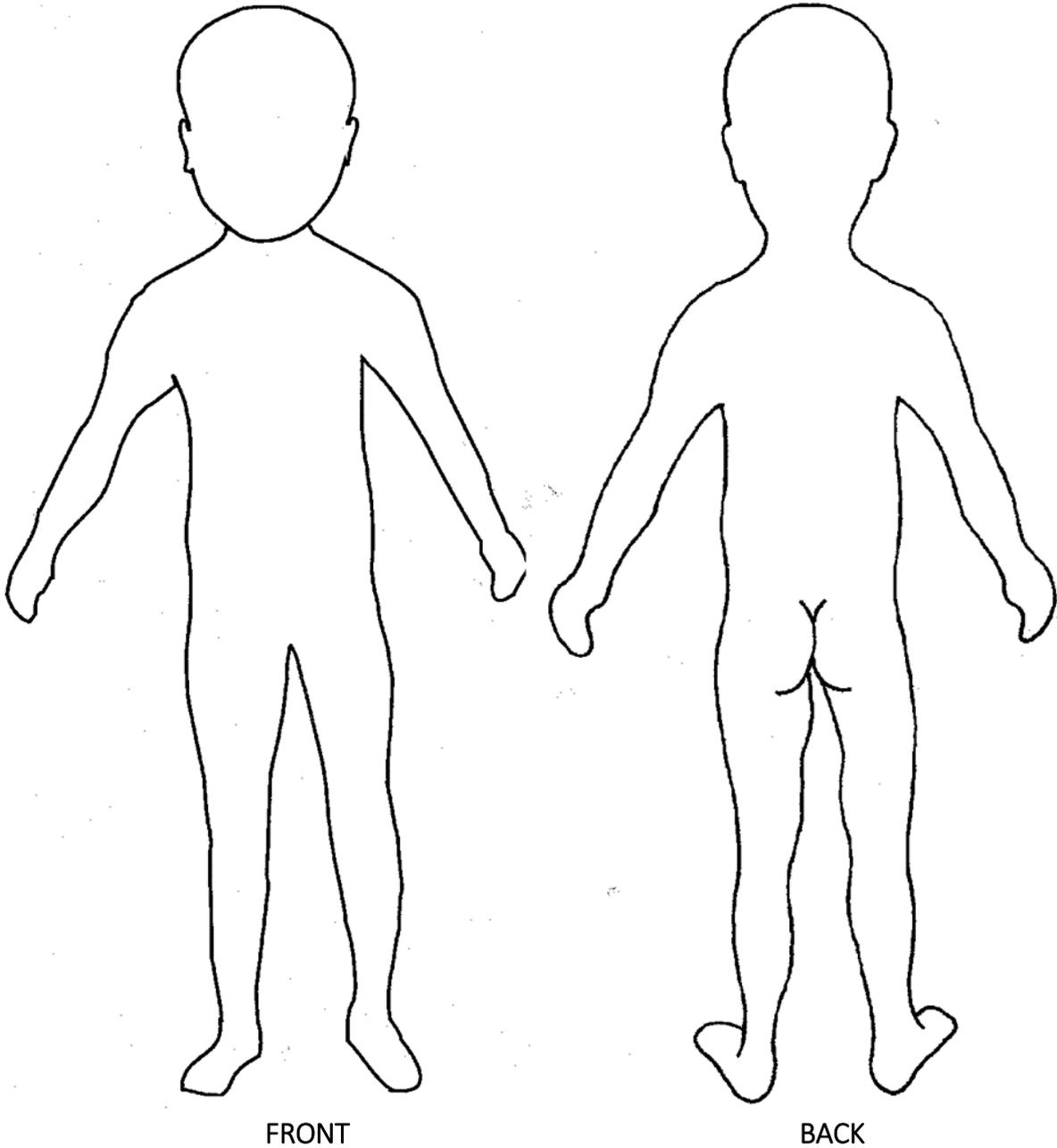
Signed: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_

Follow Up Actions		
Date/Time	Who	Actions

### Appendix 3 – Body Map

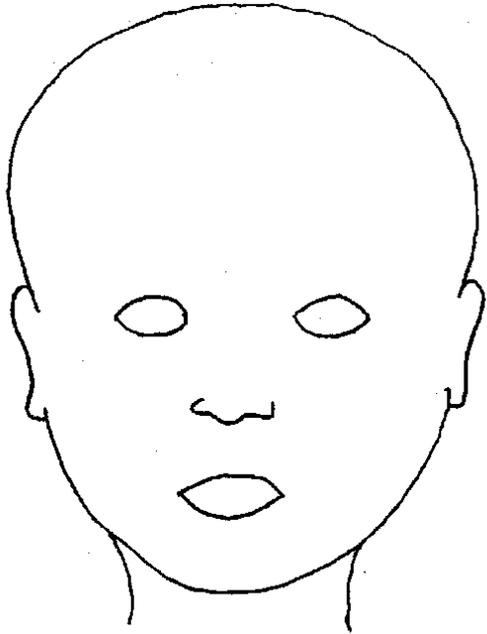
*(This must be completed at time of observation)*

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

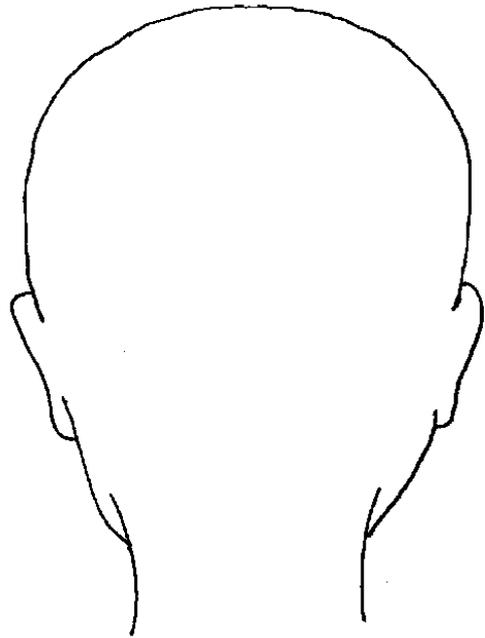


Signature: \_\_\_\_\_ Date: \_\_\_\_\_

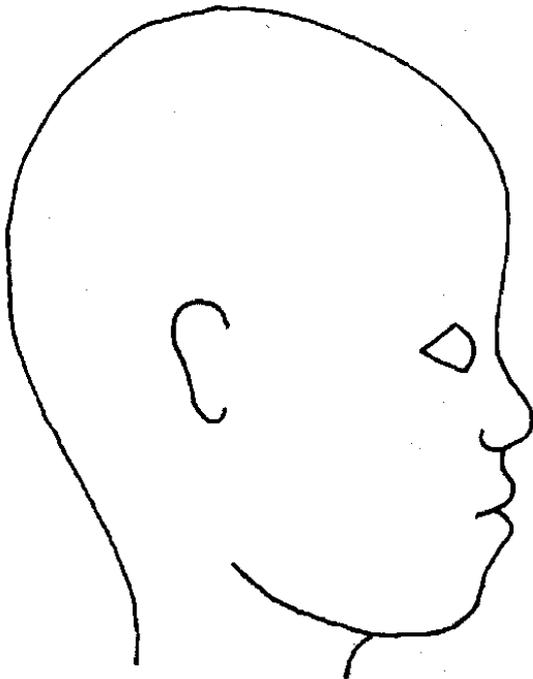
Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	



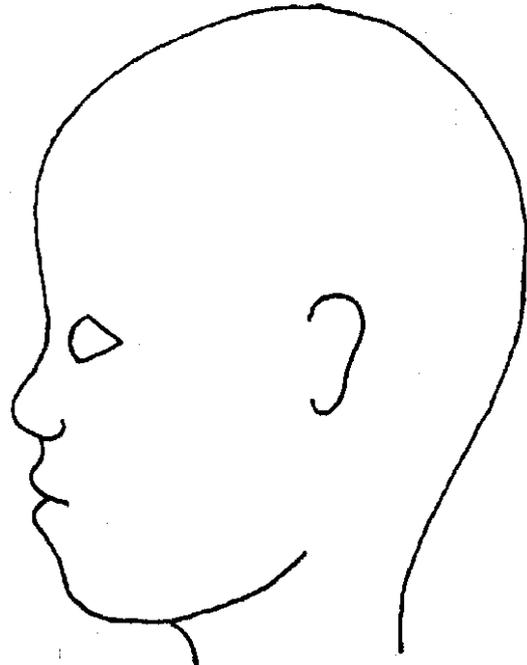
FRONT



BACK



LEFT



RIGHT

Signature: \_\_\_\_\_

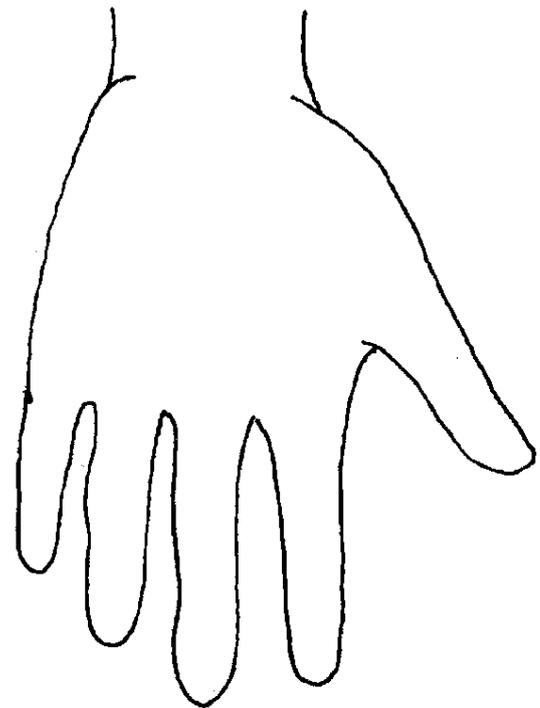
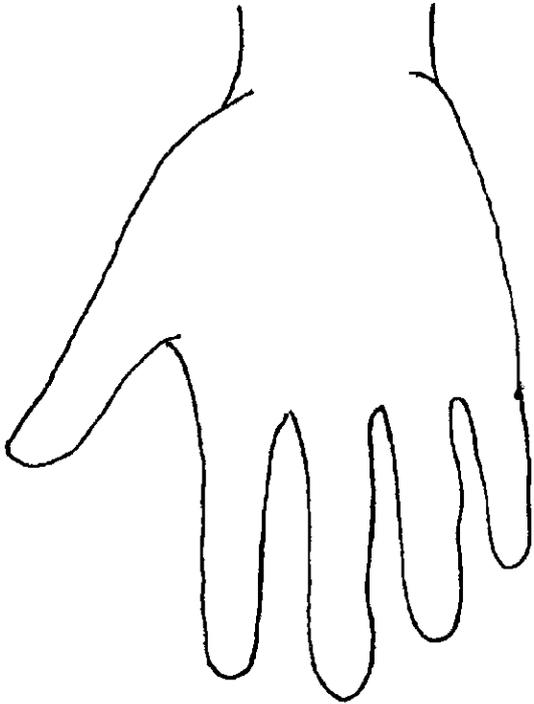
Da \_\_\_\_\_

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

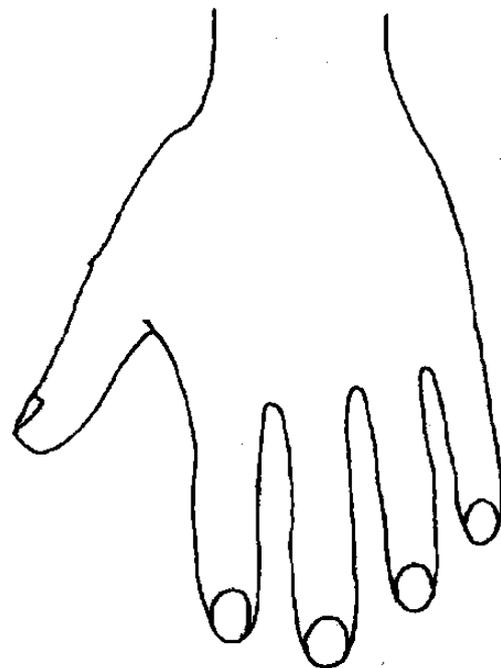
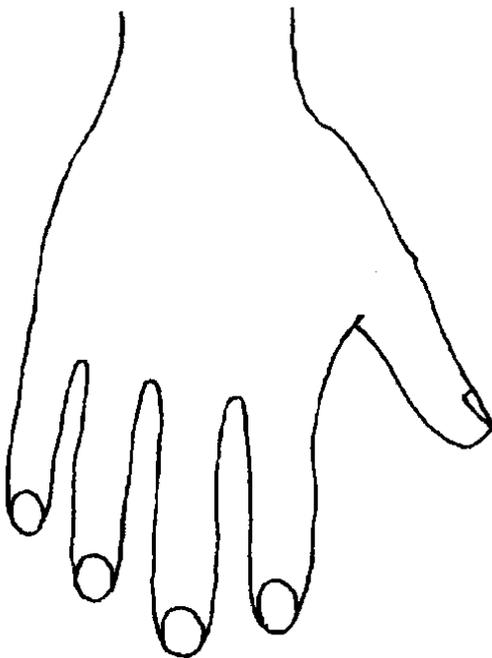
**RIGHT**

**LEFT**

**PALM**



**BACK**

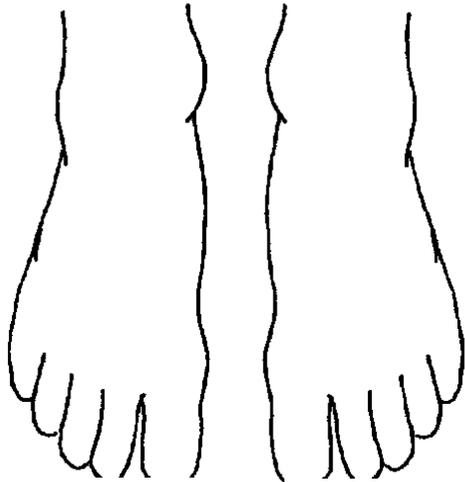


Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

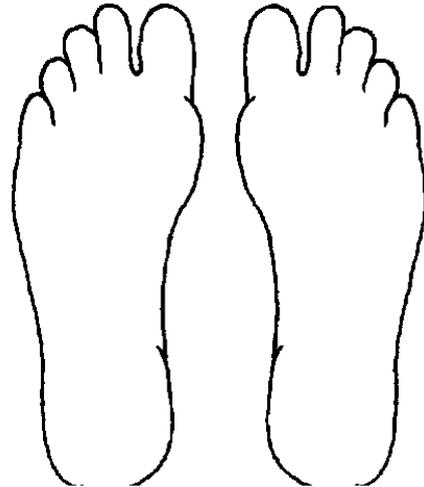
TOP



RIGHT

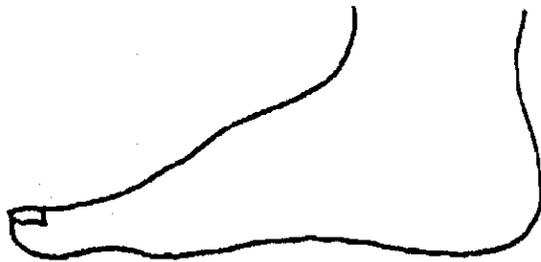
LEFT

BOTTOM



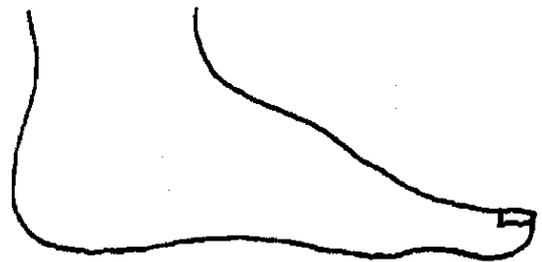
RIGHT

LEFT



RIGHT

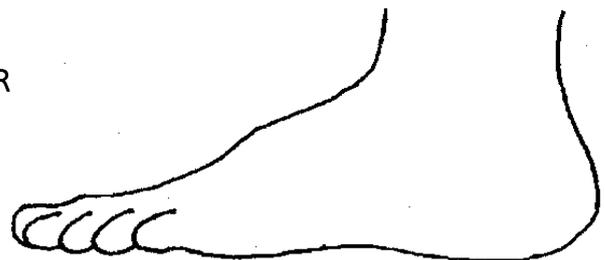
INNER



LEFT



OUTER



Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 4 – Achieving for Children Key Contacts

### Key service contacts:

<b>Single Point of Access (SPA)</b>	Guildhall 2, Kingston, KT1 1EU	020 8547 5008  <a href="mailto:spa@richmond.gov.uk">spa@richmond.gov.uk</a>
<b>Child and Family Consultation Service</b>	Richmond Royal Hospital Kew Foot Road Richmond TW9 2TE	020 8772 5661

### West Cluster Key professional contacts:

<b>Head of Safeguarding</b>	42 York Street Twickenham TW1 3BW 020 8891 7961	020 8891 7961
<b>Head of Assessment and Referrals</b>	42 York Street Twickenham TW1 3BW	020 8891 7830
<b>Local Safeguarding Children Board</b>	LSCB Business Manager Richmond upon Thames Local Safeguarding Children Board Civic Centre 44 York Street Twickenham TW1 3BZ	020 8891 7849

### Emergency out of hours contacts

For child protection concerns in an emergency, outside of office hours, all day on Saturdays, Sundays and bank holidays:

**Telephone:**  
0208 770 5000

## Appendix 5 - London Diocesan Board for Schools - Guidance for Consultants & Contractors

- I. The purpose of this guidance is to ensure that the pupils of a school are safe.
- II. The guidance is intended to apply to all consultants/contractors, workmen or any persons entering a school to carry out work.
- III. The Headteacher is responsible for the safety of the children in their care and so they will be the ultimate authority for anyone working on the school site.

Consultants / Contractors **MUST** either:

Be **SEGREGATED** to avoid contact with pupils wherever possible:

- The work area may be physically closed off to pupils
- Consultants / Contractors only work on the site at a time when there are no pupils present.

Or **SUPERVISED** if it is not practically possible to segregate them:

- Consultants / Contractors must be supervised at all times by a member of the school staff or volunteer who has been vetted.
- Supervision must include vetting conversations and any written messages. Supervisors must be prepared to intervene when necessary.
- It is important that supervisors are clear that they are there to monitor contact with children and not the building works.

### **DBS Checks**

The Headteacher and consultants/contractors need to ensure that any contractor or any of their employees have been subject to the appropriate level of DBS check depending on whether they fall into regulated activity or not. This will depend on the possibility of contact between the workers and the children e.g. work carried out in the summer holiday would not require DBS checks. Contractors engaged in regulated activity will require an enhanced DBS certificate with barred list check, but those who are not in regulated activity but may have the opportunity for contact with children should have an enhanced DBS check as a minimum requirement. *For further information see KCSIE p.36 from July 2015 from gov.uk*

If the site is completely segregated then DBS checks are not necessary although the foreman or site manager who might need to come on to the site to speak with the Headteacher or site manager should have a DBS check and provide evidence of the check to the school.

Regular service engineers visiting the school during the school day should all have DBS checks and consultants/contractors should provide evidence to that effect to schools.

**HOWEVER** none of the above should be on site without supervision.

**HOWEVER** no consultants/contractors should at any time knowingly include on their workforce a person who has a conviction or warning that stops them working in the proximity of children or might cause them to be added to the sex offenders register, or might cause them to be subject to an adverse DBS check.

Emergency engineers and ad hoc visitors do not have to have DBS clearance but must sign in and out and should at **no** time be left unsupervised.

The following Code of Conduct is to be made clear to all workers and displayed on the building site:

### **Consultants and Contractors Code of Conduct**

1. Avoid contact with the children.
2. Do not communicate with the children without school supervision.
3. Do not go into non - work areas without permission or supervision.
4. No swearing or inappropriate language.
5. Appropriate clothing to be worn at all times including shirts.
6. Remember that actions kindly meant can be misinterpreted.
7. ID must be carried or worn which may include badges or branded work wear.
8. All personnel to sign in and out of school premises/work areas.

## Appendix 6 - Pupil Specific Risk Management Plan

<b>Name</b>	<b>Class</b>	<b>Date</b>	<b>Review Date</b>
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<b>Photo</b>	<b>Potential Triggers / Key Themes</b>
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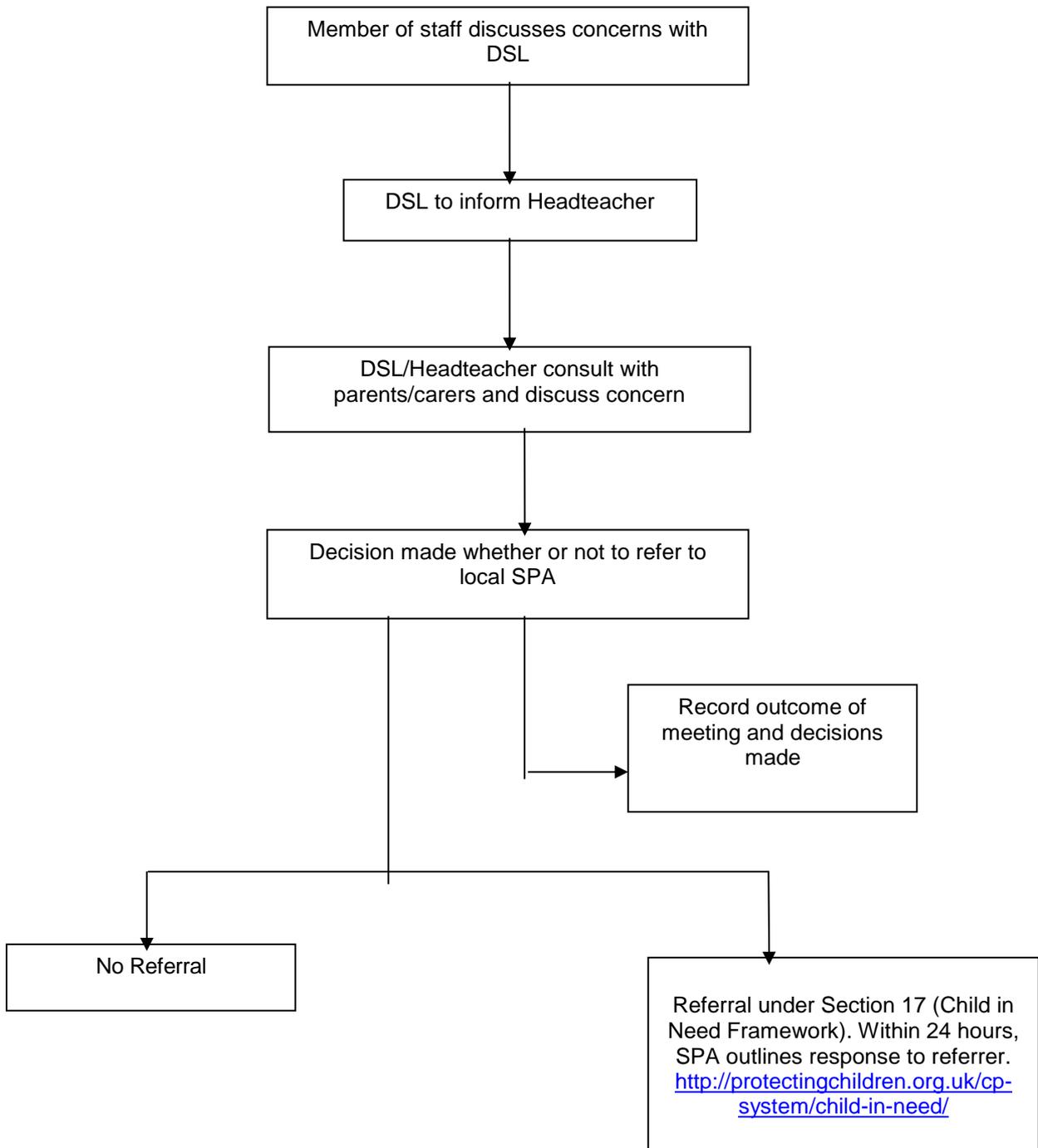
<b>What we want to see</b>	<b>Strategies to maintain</b>
<b>First signs that things are not going well</b>	<b>Strategies to support</b>
<b>Where this behaviour leads next</b>	<b>Strategies needed</b>
<b>What we are trying to avoid</b>	<b>Interventions necessary</b>

**Other Needs and Risks**

<b>Diagnosis and its effects to daily functions</b> – <i>e.g. epilepsy, downs syndrome</i>	
<b>Medication or intervention required</b> – <i>e.g. inhalers</i>	
<b>Known allergies</b> – <i>Detail- nuts / pollen /animal hair / penicillin / etc.</i>	
<b>Mobility</b> – <i>independent but unstable on uneven ground</i>	
<b>Strength and Stamina</b> – <i>angry / frustrated when tired / restless when not active /</i>	
<b>Communication</b>	
<b>Personal Hygiene / Care</b>	
<b>Eating and drinking</b>	
<b>Other</b>	

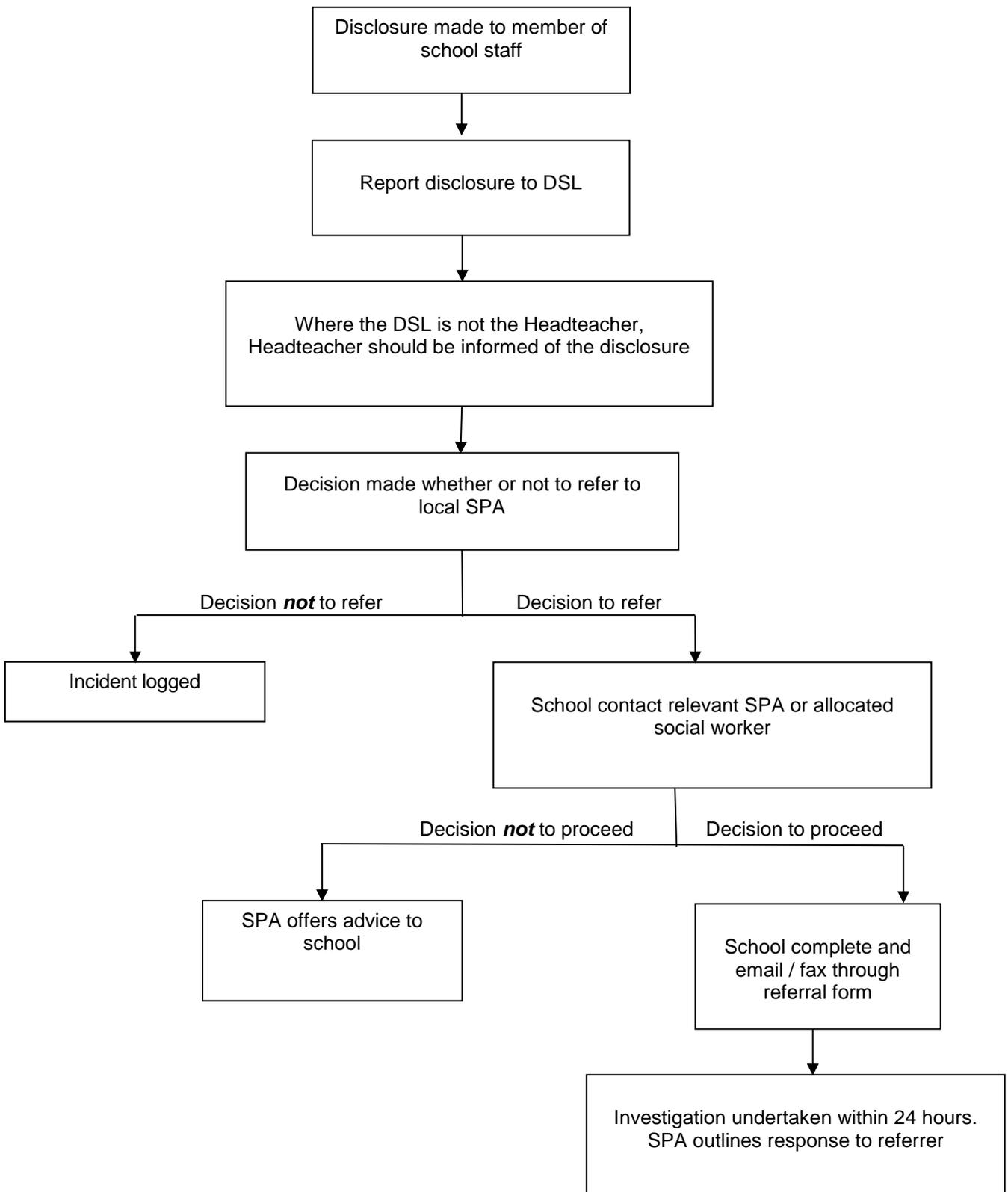
## Flowchart One

*When there are serious concerns about a child's welfare but no specific evidence of abuse*



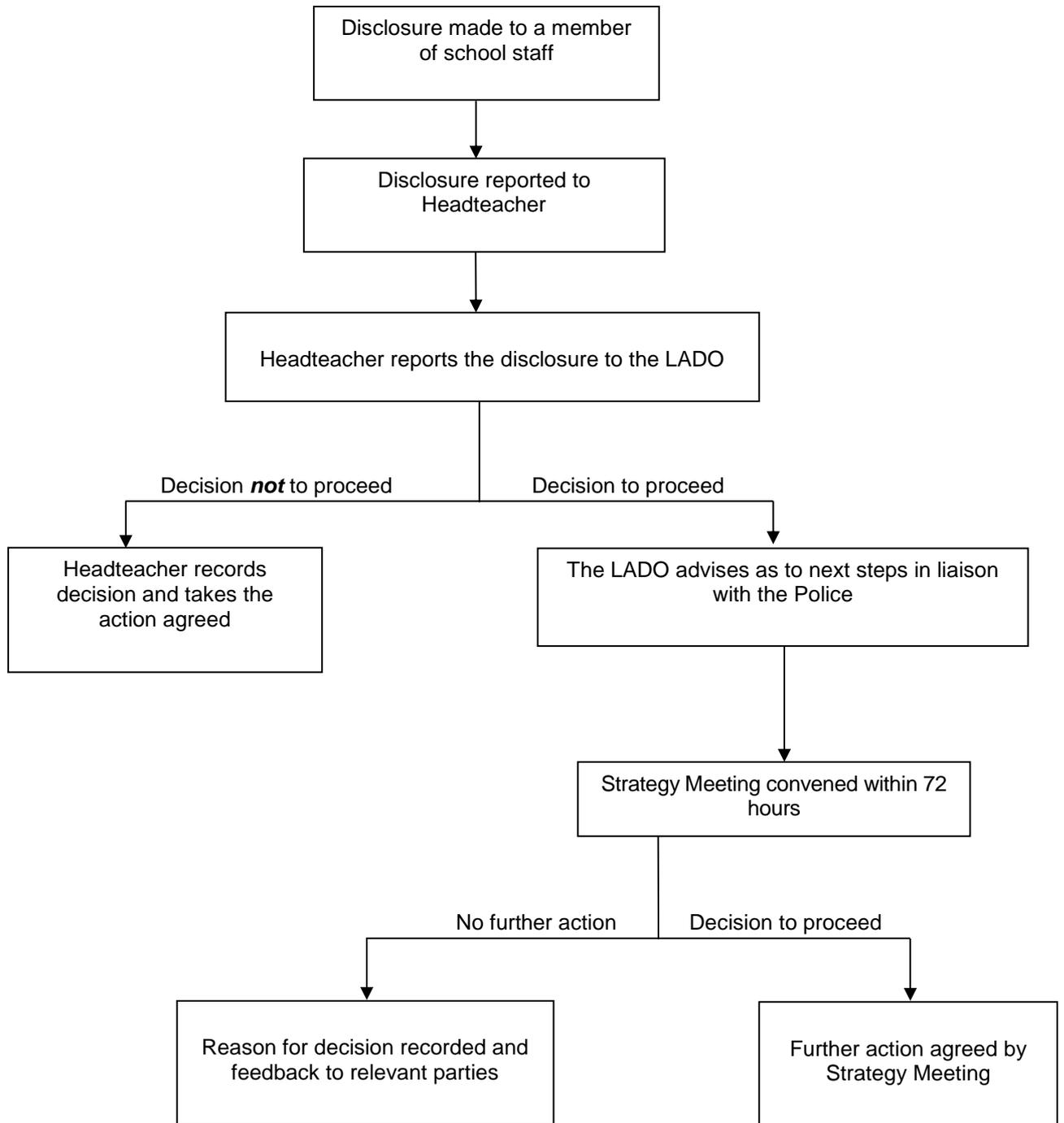
## Flowchart Two

*Action to be taken when child/young person discloses, or a member of school staff suspects, that abuse has occurred outside of school*



### Flowchart Three

*Allegation of abuse by a member of school staff (teaching or non-teaching), volunteer or pupil*



## Flowchart Four

*Referral procedure for when a child/young person discloses to a member of school staff an allegation of abuse by a Headteacher.*

