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NHS

METROPOLITAN POLICE

KGPS
Kingsbury Green Primary School

CHILD PROTECTION / SAFEGUARDING POLICY

March 2018

Child Protection / Safeguarding Policy

Agency: Kingsbury Green Primary School – January 2018

This policy was reviewed in January 2018 by the Designated Child Protection Teacher (**Chris Bonner**), the governor responsible for Child Protection / Safeguarding (**Una McCall**) and the shadow governor responsible for Child Protection / Safeguarding **(Sharon Archer)**. This policy is reviewed annually.

1. Introduction

1.1 All staff at Kingsbury Green Primary School (including those working in the EYFS) fully recognise the contribution they make to safeguarding children. The school recognises that all staff, including volunteers, have a full and active part to play in protecting children and young people from harm.

1.2 This policy covers **child protection** and the school's wider **safeguarding practices and procedures**. It refers to statutory guidance in 'Keeping Children Safe in Education' (KCSIE) September 2016. **At KGPS all staff are required annually to read** Part One of the KCSIE guidance and to sign a confirmation they have read it.

1.3 Child protection is part of safeguarding and promoting the welfare of children.

Child Protection is defined as any activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (physical, emotional, sexual, neglect, organised abuse).

1.4 Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best possible life chances

Working Together to Safeguard Children March 2015

1.5 All staff and Governors are committed to safeguarding and promoting the welfare of all our pupils. This includes keeping them safe across the whole school site, when engaged in off-site activity, in their lives beyond school, and by developing their understanding of how to remain safe in everyday life.

We will always act in the best interest of the child.

We believe:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;

- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs. A happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours;
- All staff and visitors have an important role to play in: safeguarding children and protecting them from abuse; providing a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child / young person.

1.6 The aims of this policy are:

- To support the child's or young person's development in ways that will foster security, confidence and independence
- To raise the awareness of all staff of the need to safeguard children and young people and of their responsibilities in identifying and reporting possible cases of abuse, including forms of abuse through communication technologies (such as social networking sites). Also see Staff Acceptable Use policy
- To provide a systematic means of monitoring children and young people known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within Kingsbury Green Primary School, that will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police, Social Care and any additional agencies
- To ensure all members of the school community are treated with dignity and respect
- To ensure the school is fully compliant with the DBS (Disclosure and Barring Service) to ensure their suitability is checked, in line with updates to the Safeguarding of Vulnerable Groups Act (SVGA) 2006
- To ensure that all adults undertaking regulated activity in Kingsbury Green Primary School have current DBS checks as required, in line **with guidance from the SVGA 2006** and have their identity verified by original documentation and also that references are checked in line with the Safe Recruitment policy
- To ensure that any other adults in the school eg volunteers, school governors, contractors, visitors etc are supervised by an adult with a valid DBS check. If they are not supervised a DBS certificate and barred list check must be obtained.
- To ensure the Single Central Record is maintained accurately at all times

2. Expectations

2.1 All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 2a,b,c,d for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Lead (DSL);
- Deal with a disclosure of abuse from a child in line with the Child Protection Procedures for Managing Disclosures guidance in Appendix 3 - you must inform the DSL immediately, and provide a written account as soon as possible using the reporting form in Appendix 4

3. Induction and Training

3.1 Induction: All new members of staff, as part of their induction, are expected to read Keeping Children Safe In Education Part One (DfE Sept 2016), and to sign to confirm they have read and understood the content https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

- All staff complete the Hays on-line Level One Child Protection training.

During induction training new staff are introduced to and provided with copies of the following documents:

- Child Protection / Safeguarding policy – March 2018

- Child Protection Procedures for Staff – Managing Disclosures by Children January 2018 (Appendix 3)
- School procedures for Allegations against Staff, Professionals and Volunteers - January 2018 *(see staff intranet)*
- Safe Working Practices document and summary for signing on induction, and annually thereafter
- Staff Code of Conduct – read and signed during induction, and annually thereafter
- Staff Acceptable Use Agreement for signing during induction, and annually thereafter
- Staff Handbook
- Whistle-blowing policy
- Motivation and Behaviour policy
- Anti-bullying policy
- Information on their role during emergency evacuation procedures, prior to termly drills
- Missing Child policy

Other child protection / safeguarding documents that are signposted for individuals during their induction period include:

- Attendance and Admissions policy (including safe arrival at school and safe dismissal)
- First Aid, Illness, Medication and Support for Pupils with Medical Conditions (Jan 2018)
- Lone Working policy (Dec 2017)
- Intimate Care Guidance 2015
- Health & Safety policy (Dec 2017)
- Borough guidance and school procedures for Educational Visits

3.2 All staff receive Level 1 basic child protection training at a minimum of once every 3 years, with regular updates on a range of child protection / safeguarding related matters.
Staff annually read and sign to confirm understanding:

- Keeping Children Safe in Education: Part One – September 2016 (or any updates)
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf
- 'Safe Working Practices' summary document
- The Staff Acceptable Use policy

3.3 The DSL and key staff undertake Level 3 advanced training every 2 years eg. Head Teacher, Deputy Head Teacher, Assistant Head Teachers, Senior Pastoral Officer, Pastoral Support Worker, Lead Welfare Officer. The DSL, Head Teacher and members of the Pastoral Team receive training / updates on a range of safeguarding topics, at a minimum of once annually.

3.4 Training undertaken by the designated teachers for child protection and staff will be documented and filed.

3.5 Governors are asked to include Safeguarding training in their regular training opportunities.

3.6 Designated staff receive regular First Aid training (First Aid at Work – 3 day course, One day Emergency First Aid at Work training, Two Day Paediatric First Aid training, targeted training for specific medical needs eg Epi-pen training, catheterisation training). Individual staff have completed MAPA training in order to support safe handling pupils with specific aggressive or violent behaviours.

3.7 The Single Central Record maintains an up to date record of all basic training for staff and governors.

4. Responsibilities

4.1 Kingsbury Green Primary School's procedures for safeguarding children are in line with LSCB (Local Safeguarding Children Board) procedures. In addition the school:

- Adheres to the DfE statutory guidance 'Keeping Children Safe in Education' September 2016 and 'Working Together to Safeguard Children' March 2015 + updates as well as the LSCB and agency procedures with regard to referring a child/young person if there are concerns about possible abuse

- Ensures the school works within the Local Authority system for Multi-Agency working, using Brent Family Front Door (MASH equivalent – Multi Agency Safeguarding Hub)

4.2 **The DSL is the Deputy Headteacher (Chris Bonner**). In her absence the Headteacher (Laura Wynne) will deal with any emergencies. Where neither of these are available responsibility lies with the remaining members of Senior Leadership Team (Deputy Head Teacher – Reena Shah, Assistant Head Teacher – Julia Goss, Assistant Head Teacher – Joanne McDermott). The Senior Pastoral Officer, Pastoral Support Worker and Lead Welfare Officer are designated members of the Pastoral Team carry out procedures under the direction of the DSL and support the day to day implementation of this work. The Deputy Headteacher (Chris Bonner) has lead responsibility and management, oversight and accountability for child protection, with the Head Teacher, and will be responsible for coordinating all child protection activity.

4.3 The DSL will be the first person to be approached in the light of any concerns, allegations or disclosures.

4.4 When the school has concerns about a child, the DSL will decide what steps should be taken and should advise the Head Teacher.

4.5 The DSL (or designated members of the Pastoral Team) will update the Child Protection record and share information with necessary agencies and staff members. Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family.

4.6 Child protection records will be stored securely on our electronic system CPOMs (currently being transferred over from the school's secure data storage system). Individual records are kept for each child.

Any records are kept in line with current data legislation and guidance. Records will be kept for at least the period during which the child is attending the school, as guided in Keeping Children Safe in Education (Sept 2016). Where children leave the school, their child protection file is transferred to the new school as soon as possible. This is transferred separately from the main pupil file, with secure transit ensured and confirmation of receipt obtained. Records will only remain with the school beyond a pupil leaving the school, where there is an ongoing legal action eg a current CP registration. Access to all records by staff other than by the DSL will be restricted.

The school is working towards all parents/carers being made aware of the responsibilities of staff members with regard to child protection and safeguarding procedures and any related, recorded information.

4.7 General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. We will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

4.8 If a pupil/student moves from our school, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

4.9 If pupil records are sent by post, they will be sent by "Special/Recorded Delivery"

4.10 When a DSL resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder. In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

4.11 All members of staff are familiar with the categories and definitions used when referring to Child Protection. All members of staff develop their understanding of the signs and indicators of abuse (see Appendix 2a,b,c,d) and are aware that communication technologies can be a source of abuse that might cause children to present such signs and indicators.

4.12 All members of staff know how to respond to a pupil who discloses abuse (Appendix 3). They will ensure that time is given to the child in order that they can fully concentrate on the child's disclosure and that this time is found as a matter of urgency. This includes disclosures relating to communication technologies (see 'What do we do if…?' document regarding e-safety. **This information should be passed on by speaking to the DSL.**

4.13 All members of staff understand their responsibilities to swiftly pass on information of a child protection nature, using the Child Protection Report Form (See Appendix 4). Ordinarily this would be directly to the DSL, or staff who have delegated responsibility for this. In exceptional circumstances, individual staff can raise concerns directly with Children's Social Care Services eg where a staff member feels that school procedures have not adequately protected at child at risk of harm. Staff should inform the DSL if they intend to do this.

The DSL is responsible for ensuring that:

- written records of concerns about a child/young person are kept even if there is no need to make an immediate referral
- ongoing monitoring of children is kept up to date
- children who are most at risk are closely monitored
- action points agreed at Child Protection Conferences, Child Protection Reviews and Core Group Meetings are carried out.
- accurate and up to date information about individual children is presented at Child Protection Conferences.
- an indication of further record-keeping is marked on the pupil's general records and that all records are passed on to their next school.
- all records are kept confidentially and securely
- there is a designated governor with special responsibility for Child Protection who ensures the Child Protection Policy is followed, and who reports to the governing body on Child Protection issues, as appropriate.
- there is a designated person for E-Safety
- the school is fully compliant with the DBS (Disclosure and Barring Service) in line with updates to the Safeguarding of Vulnerable Groups Act 2006
- staff directly involved in working closely with children and their families eg Senior Pastoral Support Officer, Pastoral Support Officer, lead Welfare Officer and Senior Leaders are provided with appropriate supervision / guidance / training to support their work

4.13 DSL will ensure that the correct Child Protection forms / processes for recording and reporting to formal settings are made available eg Welfare Report forms from Social Care or written reports for Case Conferences. Staff will ensure that completed forms are stored confidentially on CPOMS, and are completed within deadlines. All paper based reports written by school or received from external agencies will be uploaded onto CPOMS and then shredded.

4.14 DSL will **e**nsure that any pupil currently with a Child Protection plan who is absent without explanation is referred immediately to their key worker at Social Services and that the attendance of children with a Child in Need Plan (CIN) is monitored closely and any concerns referred to their key social worker.

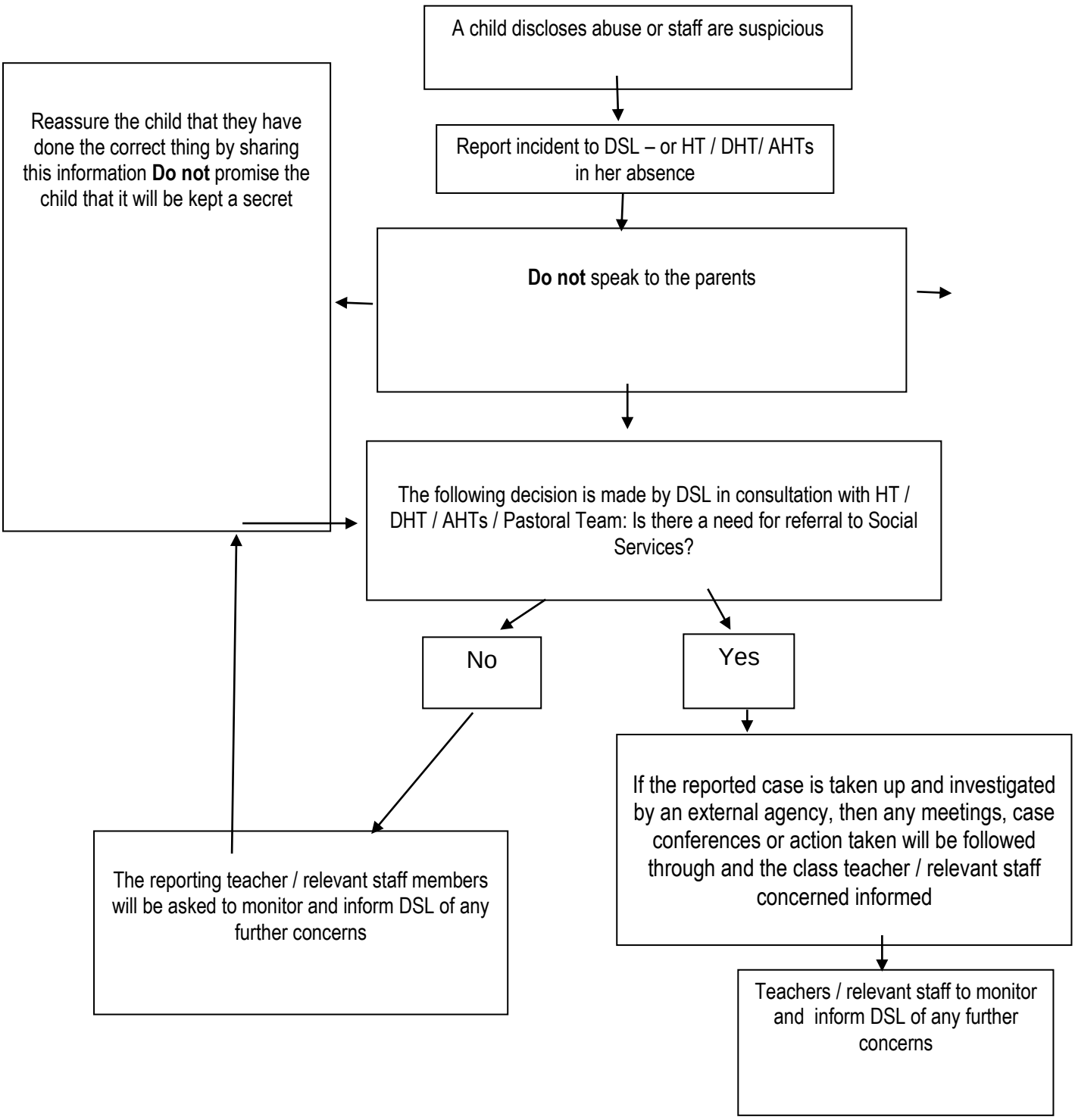
4.15 The school has a dedicated email address for anyone (including wider community members) wishing to report a safeguarding or child protection concern beyond the school day or during out of school term times. It is the responsibility of the DSL and the Head Teacher to check this email address and respond to content. The email address is: safeguarding@kgreen.brent.sch.uk

Safeguarding and Child Protection will be included in the staff handbook and group training and professional meetings throughout the academic year.

Our policy and procedures will be regularly reviewed and up-dated following an annual cycle

5. Procedures

5.1 School flow chart for referral to DSL / Social Care



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5.2 The decision to make a referral to Social Care, following a disclosure by a pupil is not taken lightly but it will always put the safety of the pupil first. The decision is usually made by the DSL (or designated representative), in consultation with the Head Teacher or Deputy Head Teacher, in her absence. The decision takes into account:

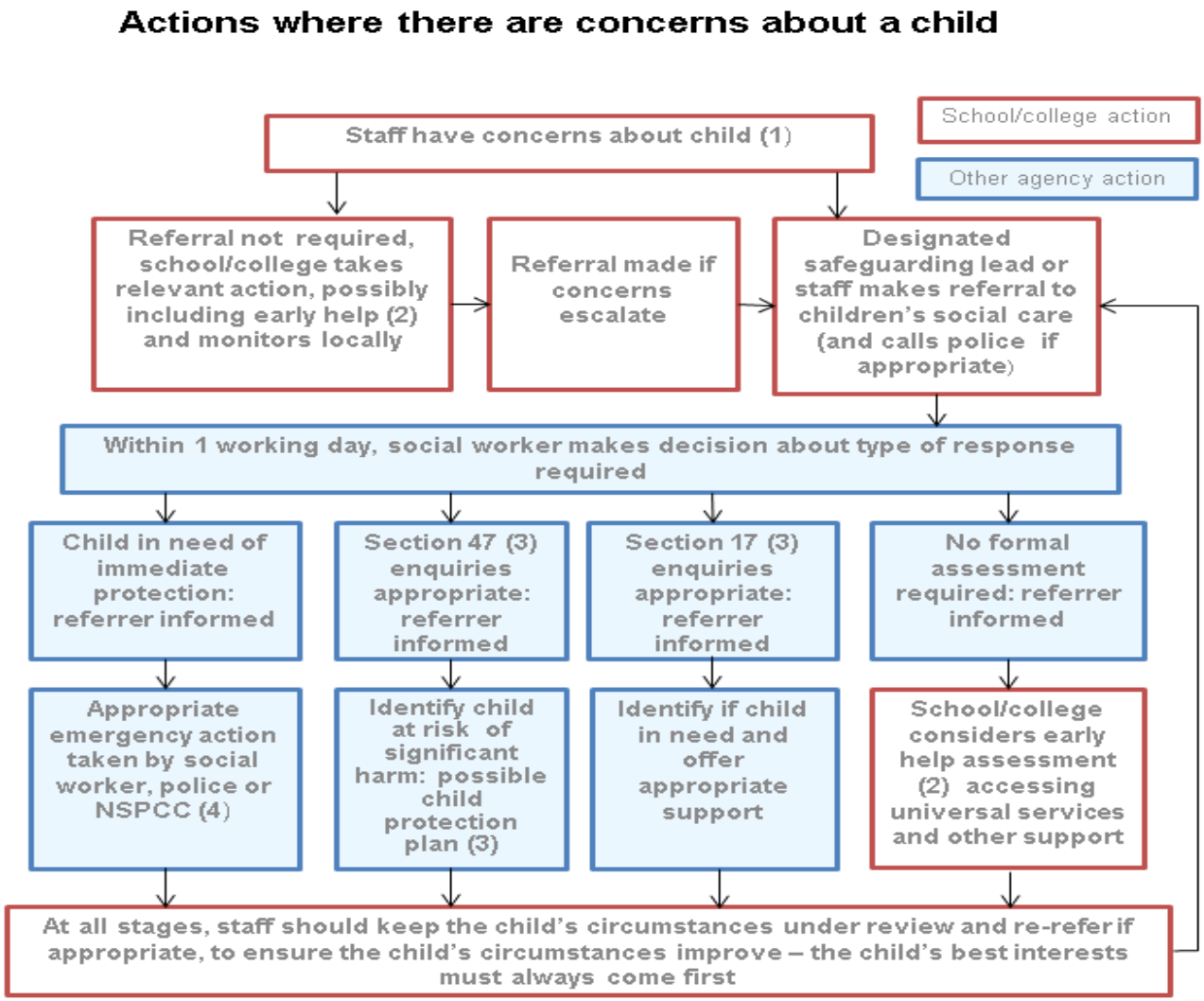
- The severity of the incident (eg any disclosure outlining the use of an implement, or abuse involving physical chastisement to the face / head area, or showing any lasting mark on the body is considered an indicator of severity)
- The vulnerability of the child eg age factor, disability or SEN
- Any previous concerns about the child

At this time a decision is made as to whether parents will be contacted prior to the referral. Where it is thought that contact with parents prior to referral could be a potential risk for the child, no contact will be made. Once a referral to Social Care has been made, the school will follow their guidance on the protocol for contact with parents.

If Social Care request an interview with the child, with or without CAIT (specialist CP police officers) the following procedures are put in place.

- DSL or other appropriate staff member ensures safe provision is made for the child / siblings in school, at the end of the day
- DSL or other appropriate staff member informs parent that the child has made a concerning disclosure, and a referral to Social Care has been made.
- Parent is informed that Social Care will be attending the school to speak to the child / siblings, but that the parent is not permitted to have contact with the children until Social Care have spoken to them
- Parents are not permitted to know the nature of the disclosure – this information will be provided to the parent by the Social Worker / Police Officer attending the school

5.3 Flow chart to explain referral procedure to social care and external agency follow up (KCSIE Sept 2016, p10.)



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children
4. This could include applying for an Emergency Protection Order (EPO).

6 Child Protection & Supporting Children

6.1 We recognise that the school has a role to play in supporting children who are experiencing great challenges in their lives and know that these challenges may be of a child protection nature. We acknowledge that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We recognise that the school should fully understand how being a victim of abuse can manifest itself in numerous ways. We know that the school must endeavour to put in place systems and training in order that all members of staff can act appropriately.

6.2 We appreciate that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We understand that a child in these circumstances may feel helpless, humiliated and may feel self blame.

6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.4 Children will always be given time and privacy to talk to a member of staff in order to discuss issues that are affecting them or worrying them.

6.5 Our school will therefore support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying – PSHE, Circle Time, Inclusion support, Lunchtime Clubs, School Counsellor + drop-in appointments, Restorative Justice, Emotions Coaching approach
- Promoting a caring, safe and positive environment within the school –Class Charters, School Core Values, Year Group assemblies, School Collective Worship, PSHE, Circle Time
- Offering the support of the School Counsellor at the school.
- Holding regular Inclusion meetings with key school based professionals – every half a term.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns when moving from one class teacher to another or who leaves the school by ensuring that appropriate information is forwarded under confidential cover.

6.6 We foster a 'no-blame' culture in relation to reporting inappropriate incidents involving the internet or mobile technology. The school will contact CEOP (www.ceop.gov.uk) / the LA E-safety officer in the event of concerns that a child is at risk through the inappropriate use of communication technologies

6.7 The school adopts an attitude of **'it could happen here'** where safeguarding is concerned and staff members must always act in the interests of the child

7. TYPES OF ABUSE (See Appendix 2 for definitions and signs).

7.1 There are four main types of abuse and these are:

- Physical abuse including FGM (Female Genital Mutilation)
- Emotional abuse including domestic violence
- Sexual abuse
- Neglect

A fifth category of abuse exists, known as 'Organised or Complex' abuse and refers to systematically and widely organised abuse eg paedophile rings. Abuse suffered under this heading fits into any of the above 4 categories.

7.2.Physical Abuse - Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Uncaused syndrome by proxy and cutting (including female genitalia).

7.3 Physical Abuse Continued - Female Genital Mutilation (FGM)
FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. It is acknowledged that some FGM practising families do not see it as an act of abuse, however it is illegal in the UK and suspicions of FGM having already taken place or knowledge of girls at risk must be reported. It is also against the law to groom or prepare a girl to have any type of FGM. FGM is known by a number of names, including 'female genital cutting', 'the cut', 'circumcision' or 'initiation'. The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 years old and therefore girls within that age bracket are at a higher risk. FGM is a deeply rooted tradition, widely practised mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. FGM has also been documented in communities in **Iraq, Israel, Oman, the United Arab Emirates, Palestine, India, Indonesia, Malaysia and Pakistan**.

7.4 Emotional abuse - Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone. Emotional abuse also happens when a child is subjected to witnessing domestic abuse between both or one of his/her parents.

7.5 Domestic Abuse - **Emotional abuse continued -** Domestic abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. A child who is subjected to domestic abuse either through directly observing it or is exposed to its effects is emotionally scarred and is under a lot of stress. Domestic Abuse chips away at feelings of self-worth and independence. Domestic abuse can also include *verbal abuse* such as yelling, name-calling, blaming, and shaming. It can also include controlling behaviours like financial control, Isolation and intimidation which are all aspects of emotional abuse. The physical, psychological and emotional effects of domestic abuse on children can be severe and long-lasting. Some children become withdrawn and find it difficult to communicate, others may act out the violence or aggression they have witnessed, or blame themselves for the abuse. All children living with abuse are under a great deal of stress and need support.

7.6 Sexual abuse Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

7.7 Further information on Child Sexual Exploitation - Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

7.8 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

8. Safeguarding pupils who are vulnerable to extremism

8.1 Information on Preventing Radicalisation - Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

8.2 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

8.3 Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

8.4 The school follows guidance in 'Keeping Children Safe in Education' September 2016 in relation to the Prevent duty by having "regard to statutory guidance issued under section 29 of the CTSA 2015 ('the Prevent guidance') and to the need to prevent people from being drawn into terrorism".

8.5 Kingsbury Green Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or inactivity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. **Kingsbury Green Primary School** is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

8.6 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 5**

8.7 Kingsbury Green Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / NeoNazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

8.8 Risk reduction: The school governors, the Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils' by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

8.9 Response: Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for **Kingsbury Green Primary School** is the Deputy Head Teacher. The responsibilities of the SPOC are described in **Appendix 6**

8.10 As with managing 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. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL/SPOC.

8.11 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may

not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

8.12 The school will act proportionately in response to information and concerns, which may include making a referral to the Channel programme.

9. Other key areas of safeguarding

9.1 Safeguarding pupils who are vulnerable to Child Sexual Exploitation (CSE), Forced Marriage, Female Genital Mutilation or other honour-based violence (HBV) crimes, Trafficking or Gangs

9.1.1 Our Safeguarding policy and the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
9.1.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
9.1.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and to include such issues in an age appropriate way in their curriculum
9.1.4 Our school works with and engages our families and communities to talk about such issues
9.1.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible
9.1.6 Our DSL knows where to seek and get advice as necessary
9.1.7 Our school brings in experts and uses specialist material to support the work we do
9.1.8 The school follows the guidance from KCSIE Sept 2016, Annex A with regard to any related concerns

9.2 Attendance / Admissions Register (Children Missing from Education)

9.2.1 The school is aware that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.
9.2.2 The school rigorously applies the Attendance / Admissions Register policy (January 2018) to ensure children are swiftly identified and reported as missing from education, usually by the Attendance Officer or the Admissions Officer.
9.2.3 The school liaises closely with the EWO for advice, particularly when any pupil is going to be deleted from the school roll or where children are considered missing education, following up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.
9.2.4 Where a pupil is absent from school for 3 days, and the school has had no contact from parents / carers, the school will refer the case on to the EWO as a Child Protection concern
9.2.5 Persistent absences are referred to the Education Welfare Officer.
9.2.6 The school follows guidance from Children Missing in Education 2016 and the additional information from 'Keeping Children Safe in Education' September 2016 in relation to attendance / absence
9.2.7 The school Attendance policy outlines that children in the EYFS, KS1 and pupils in Y3 and Y4 should be accompanied to and from school by an adult or responsible young person aged 16 years or older
9.2.8 Pupils in Y5 / 6 are permitted to travel to or from school alone, on successful completion of the 'Home Alone' test and with parental permission

9.3 Pupils with Special Educational Needs or Disabilities

9.3.1 The school recognises that pupils with Special Educational Needs or disabilities form a particularly vulnerable group with increased potential to be subject to abuse.
9.3.2 Disabilities include: those of a physical or cognitive nature or those linked to communication and interaction needs eg pupils with a diagnosis of ASD, or those with a mental health need eg pupils with ADHD.
9.3.3 Staff are particularly vigilant about these children and pass on all concerns swiftly to the DSL.

9.4 Peer on Peer abuse and harmful behaviour (including 'sexting')

9.4.1 At KGPS we recognise that abusive behaviour can happen to pupils in school. Abuse is abuse and is not tolerated or passed off as 'banter' or 'part of growing up'.
9.4.2 We understand that abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016).
9.4.3 The school follows the guidance outlined in: Sexting in Schools and Colleges; Responding to Incidents and Safeguarding Young People (UKCCIS, 2016), in order to recognise and manage incidents and to provide appropriate support and intervention to meet the needs of the individuals involved, and to decide what preventative strategies may be put in place to reduce further risk of harm.
9.4.4 See **Appendix 7** for further information on Peer on Peer Abuse

9.5 Private Fostering Arrangements
9.5.1 Private fostering is an arrangement whereby a child under the age of 16 (18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected' person. A connected person is defined as a relative, friend or other person connected with the child (someone who has a pre-existing relationship with the child) (for further info see Children Act 1989, section 105 / Children (Private Arrangements for Fostering) Regulations 2005).
9.5.2 The school recognises that private fostering arrangements are put in place from time to time by families.
9.5.3 When the school becomes aware of a private fostering arrangement, the DSL will take steps to confirm that the arrangement is known to Social Care, and if not, the school will refer the case to Social Care in order that they can confirm the placement is suitable and the child is safe.

9.6 Young Carers
9.6.1The school acknowledges the role that young carers play in the home and is mindful of the additional responsibilities that might be undertaken in this role.
9.6.2 The school takes active steps to identify young carers and connect them up to the appropriate support services.

9.7 Educational Visits
9.7.1 The school has a policy for Educational Visits – There & Back Again (see reference section at end)
9.7.2 All school visits require a visit risk assessment to be completed by the visit leader. This must be signed off by the Head Teacher prior to the visit. Risk assessments should state clearly all pupils who have medical or behaviour needs and all staff who have medical needs. Some pupils require individual risk assessments – individual risk assessments are completed collaboratively with the Welfare Officer, SPSO or SENCO, depending on the need

9.8 Safeguarding pupils who attend Breakfast Club / After School Club & Enrichment Clubs
9.8.1 KGPS has procedures for ensuring the safety and inclusion of pupils who attend these clubs. These procedures are reviewed annually
9.8.2 The policy for Breakfast Club / After School Club is published on the school website

9.9 E-safety and safeguarding pupils
9.9.1 The school has an e-safety policy
9.9.2 The school makes on-going provision for pupils to understand ways in which they can keep themselves safe when using the internet eg talks from external providers, assemblies, reminders to pupils at the start of ICT lessons
9.9.3 The school supports parents to understand how they can help to keep their children safe eg information on the website, parent workshops, regular contact with parents in response to e-safety incidents

9.10 Transport using mini buses and taxis
9.10.1 The school is developing a policy for the use of transport using mini buses and taxis, ready for September 2018
9.10.2 Pupils are transported to and from school on a daily basis in mini buses and taxis using Brent Transport and Barnet Transport
9.10.3 Some pupils are transported to educational visits via mini buses and taxis, to support their safety and inclusion. This is agreed following a risk assessment of travel to and from a venue, and on a case by case basis

10. Confidentiality

10.1 We recognise that all matters relating to Child Protection are confidential and should be treated as such. The DSL will manage the system for passing any information about a child/young person to other members of staff on a need to know basis only

10.2 At the start of each school year staff are given updated lists of pupils who are on the Child Protection register, on a Child In Need Plan or who are a Looked After Child. Names of other vulnerable pupils are also passed on.

10.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children/young people.

10.4 All staff must be aware that they cannot and must not promise a child/young person to keep secrets

11. Supporting Staff

11.1 We recognise that staff working in Kingsbury Green Primary School who have become involved with a child/young person who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

11.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate. All members of staff can approach the School Counsellor for this support if required

11.3 The DSL will act as a guide and supervisor for the Senior Pastoral Support Worker and the Pastoral Support Worker.

11.4 The Head Teacher will act as supervision for the DSL

12. Allegations against staff or volunteers

12.1 We understand that a child/young person may make an allegation against a member of staff or a volunteer.

12.2 If such an allegation is made, the member of staff or volunteer receiving the allegation **will immediately inform the** Head Teacher or the Deputy Head Teacher and not enter into a dialogue

12.3 The Head Teacher, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

12.4 The school has adopted and follows the LA procedures in the Brent LSCB (Local Safeguarding Children's Board) document on Managing Allegations against Staff and Volunteers. This document is readily available to all staff (*main school website + staff intranet*). In accordance with the above named document the procedures are applied when there is an allegation or concern that any person who works with children, in connection with his / her employment or voluntary activity has:

- 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 s/he is unsuitable to work with children

12.5 In accordance with Local Authority guidance, the nominated governor responsible for receiving and responding to any allegations of ab against the Head Teacher is the Chair of Governors, **Una McCall.** In the event of any such allegation made, the DSL / Deputy Head Te inform the nominated governor who should contact the Local Authority Designated Officer (LADO) without delay.

Contact details are: **Local Authority Designated Officer (LADO)**

Via Brent Local Children's Safeguarding Board – click on: Concerned about a member of staff or volunteer – contact the LADO (complet form)

Or via **email: family.frontdoor@brent.gov.uk**

or via Telephone: 020 8937 4300 - Option 1

Contact details are also available on the Staffroom Noticeboard

13. Whistleblowing

13.1 We recognise that children/young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

13.2 In the first instance concerns should be raised with the Head Teacher. In the absence of the Head Teacher concerns should be raised with the DSL / Deputy Head Teacher.

14. Staff / adult behaviour towards pupils (what is not acceptable)

The school has a staff code of conduct outlined in the Staff Handbook

14.1 It is not acceptable for any member of staff, volunteer or other professional / adult working in the school to smack or chastise a pupil physically with the hand or an implement.
14.2 It is not acceptable to behave in such a way that might be interpreted as physical chastisement towards a pupil (see Safe Working Practices document)
14.3 It is not acceptable to shout at a pupil
14.4 It is not acceptable to behave towards a pupil in a way that may cause humiliation or discomfort to them
14.5 Any such behaviour will be treated as a Child Protection matter and could lead to disciplinary action
14.6 Further details of the responsibilities of all staff at KGPS are outlined in **Appendix 1**

15. A Safer School Culture

Safer Recruitment and Selection

15.1 The school pays full regard to 'Keeping Children Safe in Education' (Sept 2016). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
15.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
15.3 The Headteacher and Deputy Head Teachers, SBM and HR Lead have all attended NCSL Safer Recruitment Training One of the above staff members will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.
15.4 The school is committed to safer recruitment and ensures that members of staff have DBS and this is updated every 3 years (Brent Safer Recruitment policy January 2015).
15.5 The school holds a Single Central Record with relevant data for all members of staff. The Head Teacher monitors the SCR monthly and the governor for Safeguarding monitors this together with the Head Teacher half termly.

Prevention

15.6 We recognise that Kingsbury Green Primary School plays a significant part in the prevention of harm to our children/young people by providing good lines of communication with trusted adults, supportive friends and an ethos of protection.

15.7 Kingsbury Green Primary School will therefore:

- Establish and maintain an ethos where children/young people feel secure and are encouraged to talk, are always listened to and understand that there is a 'no blame' culture in relation to communication technologies.
- Ensure that all children/young people know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know whom they should turn to for help - curriculum map for PSHE across the school.
- Ensure the school has an e-safety policy which emphasises how children can be safe when using the internet. Staff are trained and themes of e-safety are looked at through the curriculum and assemblies throughout the year
- Work in partnership with parents / carers and provide support in line with current guidance.
- Work in partnership with outside agencies to support children and their families. This includes health services, speech and language services, social care, the police and the Education Welfare Officer
- Take steps to ensure all parents / carers who volunteer on a regular basis / on-going basis are DBS checked, are appropriate for the task and are offered appropriate guidance, remaining under the supervision of the class teacher or appropriate school staff.
- Ensure that volunteers in class and on school visits and students on work experience / leadership programmes, are always closely supervised by a member of school staff
- Ensure all staff, pupils and parents have signed the 'Acceptable Use Agreements' regarding communication technology

Physical Intervention

15.7 Physical intervention by staff must only ever be used as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. It is only ever used in proportion to the safety needs of the child or others around him / her

15.8 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

15.9 The school follows the DfE non-statutory advice Use of Reasonable Force - July 2013 and implements its own policy for Positive Handling in accordance with this.

Bullying (including cyber-bullying)

15.10 We are aware that bullying is an issue and acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

15.11 Incidents that are recognised as genuine bullying, including cyber-bullying and prejudice related bullying are logged as part of the monitoring of bullying and dealt with in accordance with the school's Anti-Bullying and Motivation and Behaviour policies and the Acceptable Use policies (*see 'Policies' on school website / for pupil agreements see section – Our Curriculum / Computing)*

15.12 The school refers to guidance given in 'Keeping Children Safe in Education' September 2016 (Specific Safeguarding Issues) with regards to 'Bullying & Cyber-bullying' and 'Sexting'

Racist Incidents / Homophobic Incidents

15.13 We acknowledge that racist / homophobic incidents occur and that repeated racist / homophobic incidents, or a single serious incident, or to allow or condone racism / homophobic behaviour, may lead to consideration under child protection procedures.

15.14 The school keeps a log of racial incidents, returned to the Local Authority annually. Homophobic incidents are also recorded.

16. Outside Agencies – Working in Partnership

The school works very closely with outside agencies to support children and families. This includes health services, speech and language therapist, social care and the Educational Welfare Officer (EWO).

17. Health and Safety

Our Health & Safety policy and our Educational Visits Policy is set out in separate documents. They reflect the consideration we give to the protection of our children both within the school environment and when undertaking school trips and visits away from the school environment. There are a number of other policies and practices linked to Safeguarding and Health & Safety listed below

17.1 Accidents and welfare

- All visits to the First Aid room are recorded. A letter is sent to all parents where any head bumps/injuries have occurred, along with a **phone call.** Where any visible mark is on the face or head or any swelling to any part of the body, parents are informed by phone call and letter. In the EYFS, parents are spoken to directly, and asked to sign the medical book to confirm they are aware of the injury.
- If a child has an accident which requires urgent hospital treatment, the school is responsible for calling an ambulance.
- In the case of non-urgent hospital treatment parents will be informed immediately and arrangements made for the parents to collect their child.
- In accordance with the Reporting of injuries, Diseases and Dangerous Occurrences Regulation 1995 (RIDDOR) all major injuries (see H.S.E.Gov for list) will be reported to the H.S.E. The school uses the Brent on-line system for reporting accidents
- Where a child requires medication regularly, a meeting is held with the lead welfare officer and parent/carer and a plan is set out, outlining the frequency of the medication and dosage. The parent also signs a letter to consent that the Welfare

Officer can administer the medication (see First Aid, Illness, Medication and Support for Pupils with Medical Conditions Policy January 2018). Care plans are monitored on a regular basis
- All incidents are counted and reviewed half termly. These are analysed for information and trends.

17.2 Intimate Care

- Intimate care is any care which involves carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas.
- The school is committed to ensuring that all staff responsible for intimate care of children will undertake their duties in a professional manner at all times.
- We have adopted the Local Authority Intimate Care Policy (on our website)

17.3Site Safeguarding

- The school safeguards the site in a variety of ways. All entrances to the school building are secure. Access to the school site is via the main office and all visitors are expected to sign in and wear a visitor's badge. All members of the school have a fob and an identification badge which has their name and role.
- The school has a Missing Child policy, which outlines the responsibilities and systems for reporting, organising, searching and aborting, in the event of a child going missing eg becoming separated from a parent at home time, absconding from class or from a supervising adult, failure to return to class
- A weekly survey is carried out by the site manager and the fire alarm is tested on a weekly basis.
- On-going issues are raised by staff and these are shared by email or at the weekly staff briefing as required. These are monitored regularly and actions and outcomes are written in response to issues.

17.4 Fire Drills

- Fire drills are carried out half termly and the findings are reported to the governors and actions are written and followed up by site staff (see Health and Safety Policy for more details).

17.5 Inappropriate Behaviour

The school expects all the school community to treat each other with consideration, positive attitude and respect. Where any visitor is causing harassment, anxiety and distress, the school will record such incidents and further action such as a ban from the school premises may be enforced (see Abusive Incidents Policy – December 2017).

This policy is written in conjunction with the following:

- Brent LSCB guidance on Managing Allegations Against Staff and Volunteers *(Updated Dec 2013) see school website*
- Keeping Children Safe in Education September 2016
- Anti-Bullying Policy – January 2015
- Motivation and Behaviour Policy – July 2016 (to be updated Summer 2018)
- Attendance and Admission Register Policy – February 2018
- Emergency Evacuation procedures (2017-18) updated annually or when required
- Health and Safety Policy – Dec 2017
- First Aid, Illness, Medication and Support for Pupils with Medical Conditions Policy - January 2018
- Managing Medical Conditions Dfe guidance 2015
- School Guidance for Volunteers –
- Policy for Positive Handling – July 2016 (to be updated Summer 2018)
- Brent Guide for Intimate Care and Toileting 2015
- Missing Child policy – September 2017
- Staff Acceptable Use policy / KIPSIE / – updated and signed annually

- E-Safety Policy – to be updated by July 2018

Policies that support wider safeguarding related matters:

- Equality Information Report, Objectives and actions (Equality Duty) updated annually
- Lone Working policy – November 2017
- Attendance and Pupil Admissions policy – Feb 2018
- Data Protection policy – *see school website* (to be updated for compliance with GDPR May 2018)
- DFE non-statutory guidance Use of Reasonable Force - July 2013
- Safe Working Practices document – updated annually
- There & Back Again – The Educational & Recreational Visits handbook – LB of Brent 2013

Additional Guidance supporting this policy

- Working Together to Safeguard Children DFE (*March 2015 pub / Feb 2017 update / due update Apr 2018*)
- Safeguarding Vulnerable Groups Act 2006
- Dealing with Allegations of Abuse Against Teachers and other staff - DFE
- Safeguarding: Disclosure and Barring – changes from Sept 2012
- Regulated Activity with Children – briefing paper – DFE Sept 2012
- Inspecting safeguarding in early years, education and skills settings – (*August 2015 pub / Aug 2016 update)*
- Keeping Children Safe in Education DfE September 2016
- Children Missing Education September 2016
- Sexting in Schools and Colleges; Responding to Incidents and Safeguarding Young People (UKCCIS, 2016),

Training

- **Local Safeguarding Board** www.**brent**lscb.org.uk/index.php

Contacts for Social Care – to be used by the Designated Safeguarding Lead, Senior Pastoral Officer, Pastoral Support Officer or the Head Teacher or trained Senior Leadership Team members in the absence of the lead staff)

- **Brent Family Front Door (MASH - Multi Agency Safeguarding Hub) 020 8937 4300**
- **Kingsbury Locality Children's Services: 020 8937 4727 / 4910**
- **Disabled Children & Young Person's Team: 8937 4742**
- **Emergency Duty team 6pm – 8am: 020 8863 5250**
- **Local Police for late collection of children at end of school day (see Attendance Policy)**
  - **BRENT LADO:** Contact details are: **Local Authority Designated Officer (LADO**

Email: Family.FrontDoor@brent.gov.uk Secure email: Family.Frontdoor@brent.gcsx.gov.uk
Telephone: 020 8937 4300 - Option 1

APPENDICES

App1 Responsibilities of all adults in school
App2 Definitions and Signs of Abuse (possible indicators)
a) Physical Abuse (including FGM)
b) Emotional Abuse (including Domestic abuse)
c) Sexual Abuse
d) Neglect
App3 Child Protection Procedures – Managing disclosures by children – January 2018
App4 Child Protection Report Form
App 5 Indicators of Vulnerability to radicalisation

App 6 Preventing Violent Extremism – Roles and responsibilities of the Single Point of Contact (SPOC)
App 7 Peer on Peer Abuse

Appendix 1 Responsibilities of all adults in school

All staff in school are responsible for the safeguarding of all pupils. The following is a list (not exhaustive) of the ways in which adults may carry out these responsibilities on a day to day basis.

- Pass on swiftly any information about a child, for whom you have a concernincluding social media based activities, to the Designated Teacher.
- Report to the Head Teacher any information / concerns regarding any inappropriate behaviour of any adult towards children , including chastising in mock form, either verbally or physically with or without an implement, shouting at children or speaking to them in ways that could be deemed to cause them humiliation or discomfort – as all of these behaviours are not permissible.
- Act upon any information regarding bullying or threatening behaviour between pupils.
- Ensure pupils are playing and interacting safely, and behaving safely -intervene and re-direct them if they are not.
- Ensure all children are handed over to authorised adults only at collection time and take steps to check / confirm with SLT where you are uncertain.
- Ensure that no pupils are left alone in rooms (all children should be supervised at all times)
- Respond swiftly to any situation where a child needs medical attention, and alert a First Aider as soon as is practicable, or ensure the pupil is given medical attention in the event of very minor injuries.
- Approach any visitor on the site who is not recognised or is not wearing a visitor's badge, and ask them politely what their business is and with whom.
- Advise any visitors to the site to go to the office to sign in – do not let a visitor in through the KS1 entrance, or any other entrance, to walk through the building to the office.
- Check the external doors are closed, and close them if you see them open. Always check external doors are properly closed behind you, if you enter or leave the building (do not assume the door has 'click' locked).
- Report swiftly and broken items, or building problems that may cause accident / injury or jeopardise the safety of the children (and adults) on site – this includes playground furniture / equipment / door closes etc.).
- Make a risk assessment of any area you are working in e.g. look for trip hazards such as chairs left out, carpet edges curling up, PE bags on the floor, cleaning materials left out, wetness on the floor, safe equipment only available during wet playtimes - and deal with it immediately. If you need help to deal with it – seek the help out quickly, and ensure people in the area are alerted to the hazard.
- Communal areas e.g. corridors and staircases etc. need to be collectively risk assessed by all users and acted upon when risk is evident.

APPENDIX 2a

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

PHYSICAL ABUSE
DEFINITION: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Uncaused syndrome by proxy.

SIGNS:

- Marks and Bruises
- Suspicious stories about how marks made
- Frequent bumps etc
- Broken Bones
- Frightened / nervous at simple movements / jumpy
- Jumping when adult raises voice
- Introverted, shy or withdrawn
- Tearful
- Poor behaviour / Bullying others
- Repeating inappropriate behaviour/ bullying
- Violent outbursts
- Hair missing
- Scratches / burns
- Stories include violent descriptions / pictures depict regularly violent scenarios
- Hitting or aggressive to other children
- Sleeping in class
- Self conscious when changing for PE
- Restless and fidgety
- Wetting / soiling them self
- Mood swings
- Little contact with other children
- Poor attendance
- Use of bad language
- Physically threatening behaviour
- Shouting

(STONEBRIDGE CPD 16/12/13)

Additional signs:

CONSTANT INJURIES THAT CAN ALWAYS BE EXPLAINED / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / SELF COMFORT / VERBAL ABUSE / NON-COOPERATION / POOR HEALTH / UNKEPT / FEAR OF ADULTS / ABSENCES / STRANGE BEHAVIOUR AFTER WEEKENDS OR HOLIDAYS / FORGOTTEN PE KIT / FLINCHING IN RESPONSE TO SUDDEN MOVEMENTS / FREQUENT MEDICAL APPOINTMENTS / DO NOT WANT TO GO HOME AT THE END OF THE DAY / UNABLE TO FORM RELATIONSHIPS WITH ADULTS / SELF PROTECTION / GUARDING / LACK OF EYE CONTACT / CONSTANTLY ILL WITH NO REAL SYMPTOMS / FEARFUL OF ADULTS

APPENDIX 2b

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

EMOTIONAL ABUSE

DEFINITION:

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being

imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone. Children witnessing domestic abuse between the parents or carers is also emotional abuse.

SIGNS:

- Low self esteem
- Withdrawn / frightened / shy
- Secretive
- Makes little eye contact
- Emotionally finds it difficult to maintain relationships with peers and adults
- Jumpy or stuttering during conversations with adults
- Cries a lot / very sensitive
- A Loner
- Pictures use mainly dark colours
- Stealing
- Mood swings
- Lack of concentration
- Very quiet, speaks little
- Poor social skills
- Bullies others
- Very unsettled
- Anti-social behaviour
- Lack of confidence

(STONEBRIDGE CPD 16/12/13)

Additional signs:
WETTING / SOILING / SELF HARM / SELF COMFORT / ROCKING / CHANGE IN APPETITIE / UNDEACHIEVEMENT / TIMID / TEARFUL / ANOREXIC / BULIMIC / DO NOT WANT TO GO HOME AT THE END OF THE DAY / ATTENTION SEEKING / CHANGES IN STANDARD OF WORK / DEPRESSION / INTROVERTED / WITHDRAWN / CHANGES IN RELATIONSHIPS / NO FRIENDS / HARD TO MAKE FRIENDS / NEEDY / CLINGY / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / WITHDRAWN AGGRESSIVE / CHANGES IN ATTITUDE, PERSONALITY OR BEHAVIOUR / CHANGES IN INTERACTION WITH OTHERS / PEER GROUP PROBLEMS / EXTREEMS OF EMOTION / ALIEN TO PRAISE

FEMALE GENITAL MUTILATION (FGM) IS PHYSICAL ABUSE

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF FGM?

DEFINITION:

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is against the law except when performed by a registered medical profession on medical or mental health grounds. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

SIGNS

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Fracture or dislocation of legs/arms as a result of restraint
- Spend long periods of time away from a classroom during the day with bladder or menstrual problems
- Severe pain in groin area
- Haemorrhage
- Being withdrawn - emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends);
- Urinary infections
- Detached / isolated
- Change in physical appearance/dress & body language
- Withdrawn aggressive
- Unable to form relationships with adults
- Changes in attitude, personality or behaviour
- Changes in interaction with others
- Feelings shown through writing or art work
- Peer group problems
- Extremes of emotion
- Underachieving

(STONEBRIDGE CPD 16/12/13)

Any suspicions of a child at risk of having or having had FGM must be reported immediately to the Head teacher or Designated teacher for Safe guarding. Girls aged 5 to 8 years are most risk.

APPENDIX 2c

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF DOMESTIC ABUSE?

DOMESTIC ABUSE IS EMOTIONAL ABUSE
WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF DOMESTIC ABUSE?
DEFINITION: Domestic abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have

been intimate partners or family members, regardless of gender or sexuality. A child who is subjected to domestic abuse either through directly observing it or is exposed to its effects is affected emotionally and is under a lot of stress.
SIGNS • Disproportionate reactions (overly apprehensive, tearful, angry or fearful) • Withdrawn or quiet • Negative relationships with opposite sex (children and peers) • Aggression or bullying • Tantrums • Vandalism • Problems in school, truancy, • Difficulty with speech problems that were not there before • Difficulties with learning • Attention needing • Struggle to make or keep friendships • Reluctance to come to school • Reluctance to go home with parents • Aggressive comments or language (sometimes not expected for that age) • Self-harming • Nightmares or insomnia • Bed-wetting • Anxiety, depression, fear of abandonment • Feelings of inferiority • Constant colds, headaches, mouth ulcers, asthma, eczema • Seem afraid or anxious to please • Need for constant acceptance • Be possessive over friends or belongings (STONEBRIDGE CPD 16/12/13) Additional signs: CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / SELF COMFORT / VERBAL ABUSE / NON-COOPERATION / / UNKEPT / FEAR OF ADULTS / ABSENCES / STRANGE BEHAVIOUR AFTER WEEKENDS OR HOLIDAYS /EXTREME RESONSES TO CORRECTION/ FLINCHING IN RESPONSE TO SUDDEN MOVEMENTS / FREQUENT MEDICAL APPOINTMENTS / DO NOT WANT TO GO HOME AT THE END OF THE DAY / UNABLE TO FORM RELATIONSHIPS WITH ADULTS / SELF PROTECTION / GUARDING / LACK OF EYE CONTACT / CONSTANTLY ILL WITH NO REAL SYMPTOMS / FEARFUL OF ADULTS

APPENDIX 2c

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

SEXUAL ABUSE
DEFINITION: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to

behave in sexually inappropriate ways.

SIGNS:

- Hides under clothes / baggy clothes
- Inappropriate physical contact with other chn
- Withdrawn / shy
- Aggressive to chn of the opposite sex
- Scared of others
- Don't like being touched
- Touch themselves or others
- Won't change for PE
- Very quiet or loud
- Use of sexual language
- Stories or drawings include sexual connotations
- Exposing self
- Hesitate when wanting to talk to teacher
- Soiling/ wetting / stains on underwear
- Repeated Urine problems
- Re-enacting sexualised behaviour as part of play
- Bruising
- Sexually specific behaviour or / and language
- Abusive to other chn
- Little physical contact, finds hugs touches difficult will move away.

(STONEBRIDGE CPD 16/12/13)

Additional signs:
SEXUAL PLAY – HOME CORNER / PLAYGROUND / INAPPROPRIATE / PROVOCATIVE SEXUAL LANGAUGE / MEDICAL DIFFICULTIES / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / MASTERBATION / ANOREXIC / BULIMIC / SELF HARMING / DO NOT WANT TO GO HOME AT THE END OF THE DAY / SECRETIVE / WITHDRAWN / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / UNABLE TO FORM RELATIONSHIPS WITH ADULTS

APPENDIX 2d

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF NEGLECT?

NEGLECT

DEFINITION:
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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic

emotional needs.
SIGNS: • Child smells, clothes are dirty, hair un brushed • Appears unhealthy but is always in school when unwell • Low attendance – EWO involvement • No Breakfast • Is unfamiliar with basic routines of feeding self and toileting etc • Always hungry • Late before and after school • Attention seeking / needs praise to feel confident • Poor hygiene, does not know how to use toilet properly • Angry • Parents have little contact with school. Do not attend parents evening • Homework not completed / PE kit repeatedly forgotten • Correct clothes not worn to school i.e. not warm enough in winter, not cool enough in summer • Steal things • Come to school on their own when they are too young • Lying • Older siblings care for younger chn and take on the parent role. • Cries a lot • Makes slow progress • Packed lunch does not provide child with a balanced diet • Over eats at lunchtime • Untidy / unkempt • Parents do not follow up medical requests form school i.e. need for eyes to be tested. • Instability in family, different carers/ boyfriends • Sleeps in class / Goes to sleep late little routine at home (STONEBRIDGE CPD 16/12/13) Additional signs: INADEQUATE PACKED LUNCH / UNKEMPT / CRUFFY / SLEEPING DURING LESSONS / OVERLY TIRED / REPEATED HEALTH PROBLEMS THAT GO UNCHEACKED OR ARE NOT DEALT WITH / HEADLICS / RINGWORM NOT DEALT WITH AND CONSTANTLY REOCCUR /DISORGANISED / ATTENDANCE / PUNCTUALITY (END & BEGINNING OF DAY) / DO NOT WANT TO GO HOME AT THE END OF THE DAY / OVERWEIGHT / UNABLE TO FORM RELATIONSHIPS WITH ADULT / CONTENT OF WRITING OR DRAWING / UNDERACHIEVING

APPENDIX 3

Child Protection Procedures for staff – Managing Disclosures by Children
January 2018

- The Designated Safeguarding Lead (DSL) is **Chris Bonner**.

- If the DSL is not in school, any matters arising should go directly to the **Head Teacher, Laura Wynne,** or in her absence to **Deputy Head Teacher, Reena Shah** or **Assistant Heads, Jo McDermott and Julia Goss**

- If you observe what you consider to be unusual behaviour or suspect any kind of abuse, you must speak to the designated teacher **as soon as possible**, with your concerns. Use the **Child Protection Report Form** (see appendix 4, CP policy) to make a record of your concerns and hand this to the DSL. Your observations should be recorded, signed and dated.

- If a pupil makes a disclosure to you (including disclosures relating to e-safety), use the **Child Protection Report Form** (see appendix 4) to make a record of the conversation / information as factually as possible, using the language the child uses. Sign and date the record, noting the time of the disclosure. **Speak to the DSL as a matter of urgency**. If the

designated teacher is not available, speak to the Head Teacher or any of the senior leaders named above at the earliest opportunity.

- If you are concerned that a child's safety is at risk through use of communication technologies eg social networking, this should be reported to the DSL as soon as possible. The child will be advised on how to terminate the communication and all evidence will be saved for investigation. Refer to safeguarding induction pack / school website for the document 'Guidance: What to do if?'

- **Strict confidentiality is essential.** The Head Teacher, Deputy Head Teachers, *trained SLT members, Senior Pastoral Support Officer, Pastoral Officer and Lead Welfare Officer as well as the* DSL are aware of pupils on the Child Protection Register. Other staff will be informed on a 'need to know' basis e.g. the class teacher.

- Records relating to Child Protection are kept confidentially on the school's electronic system. These are currently being transferred onto CPOMS system. Both systems have restricted access. Any remaining confidential paper files are kept in a locked cupboard in the DSL's room. Keys are kept in the DSL's room.

- Should any member of staff have a safeguarding concern relating to the conduct of a colleague / volunteer / visitor to the school (this could include behaviour towards children or a suspicion of substance abuse) this should be reported immediately to the Head Teacher or in her absence, *either of the Deputy Head Teachers.*

- Should a member of staff / temporary staff / volunteer / visitor have an allegation made directly against them by a child (or a parent), **it is essential that this is immediately reported to the Head Teacher** (or *either of the Deputy Head Teachers*) for recording and follow up. This is to ensure any such allegation is followed up according to procedures, and in a supportive way those involved.

- Use of physical intervention – the school has a policy on physical intervention. Staff / temporary staff / volunteers / visitors should read this if they require further information. Guidance states that restraint should only be used if it is clear that the risks associated with not using restraint are greater than when used. This would be used to protect children from themselves, others or property. Any force used should be 'reasonable'. **In the unlikely event that the need for physical intervention arises, this should be reported to the Head teacher or *either of the Deputy Head Teachers*** as soon as possible afterwards. The pro-forma for 'Report of incident involving restraint' can be found in the appendices of the school's 'Physical Intervention Policy'.

MANAGING DISCLOSURES BY CHILDREN

- It is important to know what to do if a child tells you about an abusive experience. Adults are responsible for keeping children safe in this situation
- When a child makes a disclosure they may well experience deep anxiety over the consequences of this, for themselves and for any person they may name. They need reassurance, support and your honesty.
- **Types of Disclosure:** Disclosures can be direct or indirect. Often they are be indirect and the child does not share the details of the abuse without being prompted, or does so in a round-about way, for example, "Sometimes my step-dad keeps me up at night." A disclosure can also be disguised, for example: "I have a cousin who is being abused." In other cases the disclosure can be through hints or gestures, or even through another child "My friend told me…" The child is hoping that a caring adult will get the "hint" they are offering.
- **Recognise the Clues:** It is important to recognise the possible clues so that further questions are asked. Most children who disclose want the abuse to stop. When the disclosure is "missed" they may continue with additional hints, or not. Some children may try to protect the abuser, especially when the abuser is someone they love.
- **Supporting the Child:** If a child does disclose abuse never forget how hard it is for him or her to tell someone. It is hard to hear a child has been abused. Your initial reaction may be to disbelieve or show shock or horror. It is important to support the child and help him/her to disclose. Acknowledge his/her courage in speaking out. Regardless of how the child

discloses, recognising the possibility the child is being abused, believing the child, and discussing the situation with him or her further will, in most cases, bring out further details.

- **Never promise that you will keep secret anything a child discloses –** remember the child may have fears about what will happen next, so tell the child what you are going to do next – let them know you will tell the designated teacher or head teacher and they will decide what to do next. This will help the child to feel some control over what happens.

- Don't give false assurances like 'Everything will be ok'

- **Provide a safe environment –** try to make the setting confidential and comfortable. Avoid communicating with shock, horror, or fear about anything said, even though you may feel that. The child may interpret your reaction as you being shocked and horrified by him or her and shut down. The child needs you to be confident and supportive. Speak slowly and maintain a calm demeanour. Reassure the child and tell him /her they are doing the right thing / a brave thing and that you will do what you can to help them.

- **Avoid denial -** a common reaction to a child's disclosure is denial. Respect the child by listening to what he/she has to say and taking what he/she says seriously. Believe what the child is telling you.

- Listen and don't make assumptions - when a child is making a disclosure **let them do the talking and explain what happened in their own words**. Avoid advice giving or problem solving. Don't put words in his/her mouth or assume you know what he/she means or are going to say. Let him/her use language they are comfortable with and let him/her set the pace, don't rush them. Long silences are okay. Don't stop the child in the middle of the story to go get someone or do something else.

- Don't speak negatively or express judgements to the child about what is said even though the child may be disclosing things that are difficult to hear. The child may love that person and only just be beginning to recognise that what he/she was doing is abusive. Reassure the child that he/she is not at fault and have done nothing wrong. Don't ask questions that might imply the child was at fault:

- Don't interrogate the child by asking 'what', 'why', 'where' 'how' questions or any leading questions which means you provide a possible answer e.g. Did this or that happen? Did your uncle hit you on the leg? This can be confusing for the child and he/she might shut down. Don't ask him/her for details. This can make it harder for a child to tell you about the abuse. Ask **'How did you feel?'**

- If a child is reluctant to speak any further, don't push them. An experienced staff member will ask the appropriate questions at a later time if necessary. Best practice is that children do not have to repeat details of an upsetting experience more than absolutely necessary.

- **Document exact quotes** It is good practice to write down exact quotes of what the child said in case of the involvement of other parties, such as social services. If possible, try to record the conversation as the child is talking in order to keep an accurate record of what they say and what you say

- Inform the DSL **verbally, as soon as possible** after the disclosure. Hand a written record over to the designated teacher. Record the time and date that the conversation took place.

- Be aware of the time as you are talking with the child – if it is in the afternoon action may well need to take place before the end of school day

- Don't discuss a disclosure with anyone other than the DSL / Head teacher / class teacher. When you do discuss, ensure it is in a private environment. Confidentiality should be maintained at all times and information should only be passed on using a 'need to know' approach.

Safeguarding and Communication Technology

- Be aware of any comments children may make in relation to 'grooming' (where an adult engages and then prepares a child to be abused, possibly by posing as a child themselves). This process can take place over time using social networking sites and mobile phones.

- Also be aware of any comments children may make in relation to experiencing cyber-bullying that could be deemed as of a child protection nature.

- If you are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child, or subjecting the child to inappropriate material, report this to the named child protection teacher as soon as possible. Refer to 'Guidance: What to do if?'

APPENDIX 4

CHILD PROTECTION REPORT FORM					
NAME OF CHILD					
CLASS					
NAME OF PERSON PROVIDING INFORMATION					
DATE		LOCATION			
TIME		THOSE PRESENT			
NOTES OF CONCERNS					
TICK APPROPRIATE LEVEL OF URGENCY BELOW					
INFORMATION		QUITE URGENT		URGENT	

Appendix 5

INDICATORS OF VULNERABILITY TO RADICALISATION

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as, "The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK".

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have disassociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

6. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX 6

PREVENTING VIOLENT EXTREMISM – ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC).

The SPOC for Kingsbury Green Primary School is the Deputy Head Teacher / DSL, who is responsible for:

- Ensuring that staff of the school are aware that she is the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Kingsbury Green Primary School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Sharing any relevant additional information in a timely manner.

APPENDIX 7

Peer on Peer Abuse

There are many forms of peer on peer abuse that may occur. Some of them include:

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)
Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.
In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying
Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.
It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting - Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.
However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing - Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.
The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour - The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or
marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).