



## Safeguarding policy and child protection procedures Gatehouse School

### **STATEMENT OF INTENT**

This policy is addressed to all staff (including governors and contractors), volunteer workers and also the pupils of Gatehouse School.

The safety and welfare of all our pupils at Gatehouse School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the school will follow the procedures laid down by our Local Safeguarding Children Partnership (THSCP) which is the:

Tower Hamlets Local Safeguarding Children Partnership with DfE statutory guidance contained in **Working Together to Safeguard Children 2019**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

and **Keeping Children Safe in Education 2019**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

and HM Government's

**Prevent Duty Guidance: for England and Wales** (in particular sections 57-76):

<https://www.gov.uk/government/publications/prevent-duty-guidance>

with further advice regarding this document, published by the DfE:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

This policy is also based on the following legislation:

Section 175 of the **Education Act 2002** which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

**The School Staffing England Regulations 2009** which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

**The Children Act 1989** and **2004 amendment** which provides a framework for the care and protection of children.

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

**Statutory guidance on FGM** which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

**The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children.

Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children.

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

This policy also meets the requirements of the Tower Hamlets Safeguarding Child Board.

**Tower Hamlets SCB Multi-Agency Safeguarding Thresholds Guidance.**

**Tower Hamlets SCB Supplementary Guidance for Schools and Education Settings on Child Protection Procedures – September 2018.**

**Tower Hamlets SCB LADO Procedures** and **Flowchart** Allegations made against staff working in the children's workforce – information about reporting and managing allegations.

**Tower Hamlets SCB Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff - September 2018.**

This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS) which incorporates our Nursery and Reception classes.

All members of staff, governors, contractors and volunteers have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. Everyone should be aware that safeguarding incidents can happen at any time and anywhere and we are all required to be alert to any possible concerns.

Gatehouse School is committed to full cooperation with interagency working in accordance with locally agreed interagency procedures.

## **DESIGNATED SAFEGUARDING LEAD**

**Mrs Fiona Tighe** is our "Designated Safeguarding Lead" (DSL) (the position formerly known as the Child Protection Officer). She has been fully trained for the demands of this role in safeguarding children and inter-agency working. She is a member of the Senior Leadership Team at our school. **Mrs Sevda Korbay** Head teacher and **Ms Freya Williams** are the two DSL deputies. **Mrs Donna Graham** is the designated safeguarding governor. Both the DSL and her deputy regularly attend courses with child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years and they both have a job description for their safeguarding roles and key activities. Their job descriptions reflect the requirements set out in of KCSIE and can be found in Appendix B of this policy. Their training also meets the requirements of KCSIE. Donna Graham and Fiona Tighe meet termly to discuss any safeguarding issues that have arisen.

The DSL maintains close links with the (THSCP) and reports at least once a year to the governors on safeguarding matters. The DSL will also:

Provide advice and support to other staff on child welfare and child protection matters.

Take part in strategy discussions and inter-agency meetings.

Contributed to the assessment of children.

Refer suspected cases as appropriate to the relevant body (local authority children's social care, Channel programmed. Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

The school's records relating to the safeguarding of children are kept securely in the office, and are separated from routine pupil records. Access is restricted to the DSL and the Head. CPOMS was introduced by the DSL in September 2019.

## **Definitions:**

### **Safeguarding and promoting the welfare of children means:**

Protecting children from maltreatment

Preventing impairment of children's health or development.

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

Taking action to enable all children to have the best outcomes.

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

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

The local authority (LA)

A clinical commissioning group for an area within the LA.

The chief officer of police for the police area in the LA area.

## **WHAT IS CHILD ABUSE?**

It is important to understand the difference between: "Children in Need" and "Children at Risk"

## **CHILDREN IN NEED**

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

- a) He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- b) His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- c) He/she is a Disabled Child.

These legislative definitions may be summarised into the following categories of children in need:

1. **Significant Harm:** children who have suffered significant harm.
2. **Disabled Children:** children with physical disabilities, sensory disabilities, learning disabilities or emotional and behavioural disabilities.
3. **Parental Illness/Disability:** alcohol or drug misusing parents; acutely ill parents (short term); chronically disabled parents; chronically mentally ill parents; children assuming responsibility for chronically ill family members.
4. **Family in Acute Stress:** homeless family; unsupported single parent; death of carer.
5. **Family Dysfunction:** domestic violence; inconsistent parenting; family breakdown.
6. **Socially Unacceptable Behaviour:** disorderly behaviour; offending; truancy; unsafe sexual behaviour.
7. **Low Income:** asylum seeking families; non habitually resident status; independent young people.

8. **Absent Parenting:** parents died; unaccompanied child asylum seekers; children privately fostered.
9. **Other:** step-parent adoptions; inter country adoptions; court reports, subject access to files; historical allegations/complaints;

In cases where it is suspected that the needs of the child are not being met then a referral to the Tower Hamlets Social Services Department will be made by the Designated Safeguarding Lead.

## **CHILDREN AT RISK**

Children who suffer abuse or neglect which may fall within the following categories:

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In cases where it is suspected that a child is "at risk" a referral to the Tower Hamlets Local Safeguarding Children Board will be made by the Designated Safeguarding Lead.

## **FURTHER INFORMATION**

The NSPCC's child protection website:

"Signs, symptoms and effects of of child abuse and neglect"

<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

can also be referred to for and consulted by those persons working with children as a means of raising their awareness of and helping them to identify the signs of child abuse.

## **PEER ON PEER ABUSE**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviour risks normalising them.

The DSL should be made aware immediately if it is suspected that any instance of Peer on Peer abuse may have occurred. Any instances will be investigated, recorded and dealt with by the DSL in the same way as all other Safeguarding concerns. The DSL will consult, where appropriate, with the SENCO and the Head will be kept informed at all times. Support will be provided to both the victim and the perpetrator, and any other child who may have been affected. The DSL may enlist the help of the School's Counsellor to provide ongoing support when considered helpful.

Training will be provided to all staff, by or organised by, the DSL in how to manage and report any concerns about child on child sexual violence and sexual harassment.

## **FEMALE GENITAL MUTILATION (FGM)**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff should be alert to the warning signs that a child may be at risk of or have already suffered FGM. There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines:

**<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>**

and Section D.2.11 of those Guidelines (pages 59-61) focuses on the role of schools.

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report it to the police personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. They should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

### **Early Help:**

If early help is appropriate the DSL will liaise with other agencies and set up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Tower Hamlets Early Help Hub information for schools and professionals:

**[earlyhelp@towerhamlets.gov.uk](mailto:earlyhelp@towerhamlets.gov.uk)** Tel: 0207364 5006.

## **CHILDREN MISSING FROM EDUCATION**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. All staff should be aware of these possible concerns and discuss any unusual absences with the DSL.

The DSL will inform the LSCB if any pupil fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

The Local Authority will also be notified by the school if any pupil is to be deleted from the admissions register for any of the following reasons:

- The child has been taken out of school by their parents and is being educated outside the school system e.g. home education;
- The child has ceased to attend school and no longer lives within reasonable distance of the school;
- The child has been certified by a medical practitioner as unlikely to be in a fit state of health to attend school for an extended period of time;
- The child has been permanently excluded.

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

## **PREVENTING RADICALISATION**

Gatehouse School is committed to protecting children from the risk of radicalisation. The procedures outlined in this policy will apply to any concerns a member of staff may have in respect of a change in a child's behaviour which could indicate that he or she may be in need of protection.

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

Extremism is 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.

The School has regard to the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 ("the Prevent guidance") and will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The school will work in partnership with local authority children's social care and will incorporate appropriate awareness information, in respect of protecting children from radicalisation, into general Safeguarding training provided to all staff. Suitable filtering will be maintained on the school's internet connection to ensure that terrorist and extremist material cannot be accessed.

If a child is not at immediate risk or harm the DSL will seek advice from local authority children's social care.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel the government's programme for identifying and supporting individuals at risk of being drawn into terrorism or the local authority children's social care team. The Department of Education also has a dedicated telephone helpline 020 734067264 that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [\*\*counter.extremism@education.gov.uk\*\*](mailto:counter.extremism@education.gov.uk) Note that this is not for use in emergency situations. In an emergency call 999 or the confidential anti-terrorist hotline on 0800 789 321 if

Someone is in immediate danger

Someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related.

Gatehouse School actively promotes British Values, respect for democracy and the rule of law through its Social Moral Cultural & Spiritual Policy (SMCS), a broad and balanced curriculum and PSHE lessons where sensitive or controversial issues can be explored. The school has an ethos of diversity and actively promotes the need for mutual respect and understanding. A copy of the SMCS Policy is available to all staff by download from the computer server "teacher's area" and also on request from the Bursar in either hard copy or by email.

## **VISITING SPEAKERS**

The School will only allow visiting speakers to attend the school following a risk assessment to determine an individual's suitability to deliver appropriate content. A standard Risk Assessment form has been provided for this purpose and must be completed before any speaker is invited into the School. Copies of the Risk Assessment Form can be downloaded from the "teachers area" on the computer server or are available from the Bursar.

## **TRANSPARENCY**

Gatehouse School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

## **SAFER EMPLOYMENT PRACTICES**

Gatehouse School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in the DfES's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. All governors, volunteers, contractors working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. All staff are required to read part one of "Keeping Children Safe in Education".

Please refer to the school's Recruitment Policy for further details. A copy of this is available on the school's website at:

**<http://www.gatehouseschool.co.uk/about-us/school-policies/>**

The school has an Induction Policy which provides for the training and monitoring of new staff to ensure their awareness of safeguarding procedures and their own suitability to work with children. A copy of this policy is available upon request from the Head or Bursar.

All new staff, including temporary workers and volunteers working in regulated activity are introduced to the DSL and issued with:

- A copy of KCSIE part one
- A copy of this Safeguarding Policy
- A copy of the Staff Code of Conduct

They are required to sign a declaration stating:

"I have been issued with copies of the School's Safeguarding Policy, Staff Code of Conduct and the DfE document "Keeping Children Safe in Education" which I agree to read, comply with and promote."

All staff receive ongoing and refresher training in safeguarding procedures at least once every year.

## **Responsibilities of all staff.**

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Tower Hamlets Safeguarding Children Board. Our policy and procedures also apply to extended school and off-site activities.



## **All Staff:**

All staff will read and understand part 1 and Annex A of the Department of Education's statutory safeguarding guidance **Keeping Children Safe in Education 2019**. And review this guidance at least annually.

All staff will be aware of:

Our systems which support safeguarding, including the staff code of conduct, the role of the DSL, the behaviour policy and the safeguarding response to children who go missing in education.

The early help process (sometimes known as the common assessment framework) and the role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment.

The process for making referrals to local authority children's care and for statutory assessments that may follow a referral, including the role they might be expected to play.

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

The signs and different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.

## **RESPONSIBILITIES OF THE GOVERNING BODY**

The governing body carries out an annual review of the school's Safeguarding Policy and procedures. The Head liaises with the Chairman of Governors on a regular basis regarding day to day matters. The governing body is responsible for:

- Reviewing the procedures for safeguarding and the efficiency with which the responsibilities have been discharged;
- Ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- Approving amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.
- Ensure that all staff in the School have read at least Part-1 of the current edition of "Keeping Children Safe in Education"
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out on Part-1 of "Keeping Children Safe in Education"

Members of the governing body have all been issued with, and are required to read, Keeping Children Safe in Education. They are aware of their specific obligations as stated in Part 2 of this document. The Chair of Governors acts as the Safeguarding lead at board level and will liaise as necessary with the LSCB on safeguarding matters.

## **Confidentiality**

Our approach to confidentiality is detailed in our Data Protection policy but all staff should note that:

Timely information sharing is essential to effective safeguarding.

Information must only be shared on a need-to-know basis.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

If staff need to share

## **DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD**

The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff members are alerted to the particular potential vulnerabilities of looked after children.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil. Where the allegation(s) concern the DSL the staff member should report the matter to the Head, or should the allegations relate to the Head, report to the Chairman of Governors and/or direct to the LSCB.

The DSL will report safeguarding concerns to the Head. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, or if a child is in immediate danger a referral to children's social care and/or the police immediately. If a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

**<http://www.childrenandfamiliestrust.co.uk/report-concerns/>**

if you are worried or have concerns about a child or a young person, who you think may be abused, neglected or harmed – Please contact the Duty Worker at:

**Multi-Agency Safeguarding Hub (MASH)** (Referral Point) Tel 020 7364 5601 / 5606

**Police Child Abuse Investigation Team (CAIT)** Tel: 020 8217 6464

**In an emergency, contact the Police – Dial 999.**

**You must also** tell the DSL as soon as possible if you make a referral directly and make a record using the Safeguarding Software (CPOMS)

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide reassurance and to record the child's statements, but not to question, probe or put words into the child's mouth.

Notwithstanding that the usual procedure would be to report any concerns to the DSL (or in certain circumstances the Head or Chair of Governors) any member of staff or volunteer may, at their discretion, report their concerns directly to the LSCB being mindful that a report must be made within 24 hours of becoming aware of a concern or allegation.

Children in the school should also be made aware of how to report any allegations or concerns they may have and their attention should be drawn to this policy. Specific emphasis is placed upon promoting the awareness of "e-safely". How pupils are made aware of these matters is covered in the school's Spiritual, Moral, Social and Cultural (SMSC) Policy a copy of which is available to download from the school's website:

**<http://www.gatehouseschool.co.uk/about-us/school-policies/>**

## **CONTACT INFORMATION**

### **SCHOOL CONTACTS**

To contact Mrs Fiona Tighe, the **DSL**, wherever possible please try to speak to her in person. Her classroom is situated on the second floor (room 402). She can also be contacted by email: [fiona.tighe@gatehouseschool.co.uk](mailto:fiona.tighe@gatehouseschool.co.uk) or by telephone via the school office on 020 8980 2978

To contact the **Headteacher**, her office is situated on the ground floor. She can also be contacted by email: [head@gatehouseschool.co.uk](mailto:head@gatehouseschool.co.uk) or by telephone via the school office on 020 8980 2978

To contact Mr Ian Duncan, the **Chair of Governors**, speak to the Bursar who can arrange for the Chair to telephone you. Alternatively he can be contacted by email: [chair@gatehouseschool.co.uk](mailto:chair@gatehouseschool.co.uk)

### **EXTERNAL AGENCY CONTACTS**

The London Borough of Tower Hamlets Local Safeguarding Children Board  
[http://www.towerhamlets.gov.uk/lgnl/health\\_social\\_care/children\\_and\\_family\\_care/child\\_protection.aspx](http://www.towerhamlets.gov.uk/lgnl/health_social_care/children_and_family_care/child_protection.aspx)

The Tower Hamlets Partnership "Child Protection Advice Line" leaflet can be downloaded at:  
<http://www.towerhamlets.gov.uk/Documents/Education-and-skills/Education-welfare/Attendance-and-Truancy/Child-Protection-Advice-Line-Information-June-2009.pdf>

Social Services Duty Advice Line – 020 7364 5006

Child Protection Advice Line / Duty Officer / LADO – 020 7364 3444

Out of Hours Emergency Duty Team – 020 7364 4079

Tower Hamlets Prevent Team – 020 7364 4691

Police Child Abuse Investigation Team (CAIT) – 020 8217 6484

Police Emergency (or if the CAIT is unavailable) - 999

Pupils are also encouraged to contact **CHILDLINE** if they have any concerns. The telephone number is displayed in the school. Childline can be contacted:

by telephone: 0800 1111 (free from all phones)

by online chat: [http://www.childline.org.uk/Talk/Chaby\\_t/Pages/OnlineChat.aspx](http://www.childline.org.uk/Talk/Chaby_t/Pages/OnlineChat.aspx)

email: <http://www.childline.org.uk/Talk/Pages/Email.aspx>

### **OTHER CONTACTS**

**OFSTED Safeguarding Children**  
08456 404046 (Monday to Friday from 8am to 6pm)  
[whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

**Disclosure and Barring Service (DBS)**  
PO Box 181, Darlington, DL1 9FA  
Tel: 01325 953795

## **Teacher Regulation Agency (TRA)**

Tel: 0345 609 0009

### **PROCEDURES FOR DEALING WITH ALLEGATIONS**

Allegations of abuse may be made against a member of staff, a volunteer, a governor, a pupil, parent or other person connected to the school.

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of KCSIE.

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide reassurance and to record the child's statements, but not to probe or put words into the child's mouth. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred to in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record and inform the Head and the DSL immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. The DSL will contact the Local Authority Designated Officer (LADO) for advice or direction.

Should the allegation of abuse concern the DSL the member of staff should inform the Head and the deputy to the DSL who will act in the place of the DSL. Should the allegation be against the Head the DSL will immediately inform the Chairman of Governors without the head being informed first.

The Head/DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the Local Authority Designated Officer (LADO) within 24 hours. Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meets the relevant threshold. The LADO and the Head/DSL will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.

If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. However, advice will always be sought from the LADO first. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

If the LADO or any of the statutory child protection authorities decided to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the school's Disciplinary Procedure. In the case of a pupil the matter will be dealt with under the school's Behaviour Management Policy.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will make a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and Safeguarding Vulnerable Groups Act 2006 and Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

## **Parents**

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

## **PROMOTING AWARENESS**

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and support staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in the PShe curriculum to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. All pupils know that there are adults to whom they can turn to if they are worried, including the school's Head of Pastoral Care and their form teachers. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions.

## **POSITION OF TRUST**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

## **STAFF BEHAVIOUR AND CODE OF CONDUCT**

The school publishes a Staff Code of Conduct, a copy of which is issued to all new staff members, visiting music teachers, contractors and volunteers working in a regulated activity. A copy of the Code of Conduct is available to all staff by download from the computer server "teacher's area" and also on request from the Bursar in either hard copy or by email.

## **ACTION IF A PUPIL IS MISSING**

The school has a Missing Child Policy which will be followed should the need arise. A copy of the Missing Child Policy is available to all staff by download from the computer server "teacher's area" and also on request from the Bursar in either hard copy or by email.

## **USE OF CAMERAS AND MOBILE PHONES**

Photographs may be taken and digital images made only in accordance with the school's Digital Image Policy a copy of which may be downloaded from the school website:

**<https://www.gatehouseschool.co.uk/about-us/policies/>**

Photographs will only be taken by a designated staff member/s. Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on school cameras. They must then be downloaded onto school computers, where they will be monitored. Photos cannot be used or passed on outside the school.

Neither staff nor children may use their own mobile phones to take photographs within our EYFS setting; nursery and up to Reception year in our school.

In the EYFS (Nursery and Reception classes) the use of mobile phones for any purpose, including the taking of photographs, is not allowed. Staff and volunteers working with EYFS children are required to ensure their mobile phones are powered off at all times whilst on the school premises (except in the staff room) or whilst engaged in off-site school activities.

## **ONLINE SAFETY**

The School will maintain appropriate filtering to protect children, in so far as is reasonably practicable, from viewing harmful and inappropriate online material. This Sophos system is monitored by the School's IT Support Consultants, under the direction of the Bursar. Every member of staff should be aware of the content being viewed by children under their supervision and the IT Technician should be contacted immediately if, in the view of the member of staff, access to any particular website or page should be blocked. Staff should be aware that no filtering system is completely foolproof and supervision of pupils when using computer equipment is the safest means of protecting them.

Pupils are taught about online safeguarding through teaching and learning opportunities as part of providing a broad and balanced curriculum.

## **EQUAL TREATMENT**

We are committed to equal treatment for all pupils regardless of sex, race, disability, religion or belief. We keep a record of racist incidents. A copy of the school's Equal opportunities policy may be downloaded from the school website:

**<https://www.gatehouseschool.co.uk/about-us/policies/>**

## **BULLYING**

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff

and the school. Any kind of bullying is unacceptable and the school keeps a record of any incidents. A copy of the school's Anti Bullying Policy may be downloaded from the school website:

<https://www.gatehouseschool.co.uk/about-us/policies/>

Please also be aware that some forms of bullying may be "Peer on Peer Abuse". See Peer on Peer Abuse policy.

## **COMPLAINTS**

Copies of the school's complaints procedure can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure. A copy of the school's Complaints Policy may be downloaded from the school website:

<https://www.gatehouseschool.co.uk/about-us/policies/>

## **WHISTLEBLOWING**

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Head and to the DSL (or to the Chairman of Governors where the concern relates to the Head). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it. A copy of the School's Whistleblowing Policy is issued to every new member of staff, a paper copy is available in the staffroom and it can also be downloaded from the school website:

<https://www.gatehouseschool.co.uk/about-us/policies/>

## **MONITORING AND EVALUATION OF THIS POLICY**

The school monitors and evaluates its child protection policy and procedures through the following activities:

- Governing body visits to the school;
- Senior leadership team discussion sessions with children and staff
- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school
- Reports to the governing body recorded in meeting minutes
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body
- Regular review of parental concerns and parental questionnaires
- Regular review of clubs at lunchtime and after school

## **Concerns about a staff member or volunteer**

If you have concerns about a member of staff or volunteer, speak to the head teacher. If you have concerns about the head teacher, speak to the chair of governors. The Deputy Head Teacher will support you in maintaining confidentiality for all parties.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The head teacher/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

## **Allegations of abuse made against other pupils**

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

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

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

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

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved — both the victim(s) and the children) against whom the allegation has been made — with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- We will minimise the risk of peer-on-peer abuse by:
  - Challenging any form of derogatory or sexualised language or behaviour
  - Being vigilant to issues that particularly affect different genders — for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by promoting communication boxes
- Respond to relevant pupil survey questions
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## **Sexting**

### **Your responsibilities when responding to an incident**

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

You must **not**:

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

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



## **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

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

The DSL will make an immediate referral to police and/or children's social care if:

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

If none of the above apply then the DSL, in consultation with the head teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

## **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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

## **Informing parents**

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

## **Referring to the police**

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

## **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

## **Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL or a deputy DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL or a deputy DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## **Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being proportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

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

- Emotional Literacy Support
- Inclusion officer and Learning mentor
- 

## **Mobile Phones and Cameras**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recording for use in the school.

## **Complaints and concerns about school safeguarding practices**

### **Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### **Other complaints**

Other safeguarding-related complaints of other types here - for example, those related to pupils or premises, will be dealt with through the Complaints Policy

### **Whistleblowing**

If you have a concern about unsafe practice, or potential failures for Safeguarding, refer to the school Whistle-Blowing policy.

## **Record-keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded using the Safeguard Software. If you are in any doubt about whether to record something, discuss it with the DSL or a deputy DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre employment checks

Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## **Training**

### **All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

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

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

Volunteers will receive appropriate training, if applicable.

## **The DSL and Deputy DSLs**

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

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

They will also undertake Prevent awareness training. notify the parents of all the

### **Governors**

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

### **Recruitment — interview/appointment panels**

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's

statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

### **Staff who have contact with pupils and families**

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

### **Monitoring arrangements**

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Sex and relationship education
- First aid
- Curriculum
- Privacy notices
- Whistle-Blowing

## Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex. As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.**

<b><u>Annex A Index</u></b>
Children and the court system
Children missing from education
Children with family members in prison
Child sexual exploitation
Child criminal exploitation: county lines
Domestic abuse
Homelessness
So-called 'honour-based' violence
Preventing radicalisation
Peer on peer abuse
Sexual violence and sexual harassment between children in schools and colleges
What is sexual violence and sexual harassment?
Upskirting
The response to a report of sexual violence or sexual harassment
Additional advice and support

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

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

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **Child sexual exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;

- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education.

### **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>1</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adults over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is:

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

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

- NSPCC - UK domestic-abuse Signs Symptom
- Refuge - What is domestic violence/effects of domestic violence on children
- Savelives - Young people and domestic abuse
- National crime agency - Human-trafficking

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: **Homeless Reduction Act Factsheets**. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases, school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

## **So-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in **all** agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>2</sup> that requires a different approach (see following section).

## **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.



## **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: **Mandatory reporting of female genital mutilation procedural information.**

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>3</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: **FGM Fact Sheet.**

## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published **statutory guidance** and **Multi-agency guidelines**, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email **fmu(@afco.gov.uk)**.

## **Preventing radicalisation**

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

**Extremism**<sup>101</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. **Radicalisation**<sup>102</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

## **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regards to the need to prevent people from being drawn into terrorism".<sup>6</sup> This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised **Prevent duty guidance: for England and Wales**, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

## **Additional support**

The department has published advice for schools on the **Prevent duty**. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: **Prevent duty guidance: for further education institutions in England and Wales** that applies to colleges.

**Educate Against Hate**, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation among young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

## **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: **Channel guidance**, and a Channel awareness e-learning programme is available for staff at: **Channel General Awareness**.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required

## **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

## **Sexual violence and sexual harassment between children in schools and colleges** **Context**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence

and sexual harassment exist on a continuum and may overlap, they can occur online and disciplinary sanctions. It will be and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviour risks normalising them.

## **What is Sexual violence and sexual harassment?**

### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>7</sup> as described below:

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

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

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?**<sup>8</sup> Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another,

e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.<sup>910</sup>

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making Sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence." It may include:

- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- Sexual exploitation; coercion and threats; and
- Upskirting

## **Upskirting**

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

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## **Additional advice and support**

<b>Abuse or Safeguarding issue</b>	<b>Link to Guidance/Advice</b>	<b>Source</b>
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyber bullying	DfE advice
Children and the courts	Advice for 5-11-year olds witness in criminal court	MoJ advice
	Advice for 12-17-year olds witness in criminal court	MoJ advice

Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: a guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank Website
	ADEPIS platform sharing information and resources for schools: covering drugs (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence"	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Wellbeing	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources

	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office Advice
	Ending violence against women and girls 2016-2020 strategy	Home Office Strategy
	Violence against women and girls: national statement of expectations for victims	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

## **Appendix 6: Tower Hamlets Contact Information**

**Early Help Hub 020 7364 5006 -**

(9.00am to 5.00pm)**choose Option 2**

**Email:** [earlyhelptowerhamlets.gov.uk](mailto:earlyhelptowerhamlets.gov.uk)

**Child Protection Advice Line/MASH 020 7364 3444 / 5601 / 5606**

(9.00am to 5.00pm)

Email (**Note — information should only be emailed [MASHtowerhamlets.gov.uk](mailto:MASHtowerhamlets.gov.uk) following prior discussion with the Duty Officer.**)

**Secure Email:** [MASHtowerhamlets.qcsx.gov.uk](mailto:MASHtowerhamlets.qcsx.gov.uk)

**Local Authority Designated Officer 020 7364 5290**

**Email:** [LADOtowerhamlets.gov.uk](mailto:LADOtowerhamlets.gov.uk)

**Children's Social Care Emergency 020 7364 5006 -**

### **Out of Hours Duty Team (5.00pm onwards) choose Option 3**

(Note: The Emergency Out of Hours Duty Team should only be involved if they absolutely have to be and there is no other option.)

## **APPENDIX A**

### **GLOSSARY OF ACRONYMS USED IN THIS POLICY:**

CAIT	Child Abuse Investigation Team (police)
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
EYFS	Early Years Foundation Stage
FGM	Female Genital Mutilation
KCSIE	Keeping Children Safe in Education
LADO	Local Area Designated Officer
LSCB	Local Safeguarding Children Board
OFSTED	Office for Standards in Education
RE	Religious Education
SMSC	Social, Moral & Spiritual (policy)
TRA	Teacher Regulation Agency

## **APPENDIX B**

### **JOB DESCRIPTION FOR THE SCHOOL'S DESIGNATED SAFEGUARDING LEAD AND DEPUTY DESIGNATED SAFEGUARDING LEAD:**

The broad areas of responsibility for the Gatehouse School Designated Safeguarding Lead, and in her absence the Deputy Designated Safeguarding Lead, are:

#### **Managing referrals:**

- Refer all cases of suspected abuse or risk of radicalisation to the local authority children's social care **and:**
- The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Head to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

### **Training:**

The Designated Safeguarding Lead and the Deputy DSL should undertake appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, especially new and part time staff
- Assist staff to understand and discharge their role and responsibilities as set out in Part-1 of Keeping Children Safe in Education
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

### **Raising Awareness:**

- The Designated Safeguarding Lead should ensure the school's policies are known and used appropriately.
- Ensure the school's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensure the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Policy Name	Safeguarding Policy for Whole School and EYFS	Last Review Date	December 2014 updated July 2015 updated September 2015 updated November 2015 updated February 2016 updated September 2018 updated September 2019
Status	Mandatory Complies with paragraph 3(2)(b) of the Schedule to the Education	Governors Review	November 2019



	(Independent School Standards) (England) Regulations 2003 and DCFS guidance		
		Next Review	September 2020
Circulation	Governors / all staff / volunteers / staffroom / School Website		

### **IMPLEMENTATION AND REVIEW**

<b>Policy Name</b>	<b>Risk Assessment</b>	<b>Creation Date</b>	<b>February 2015 Updated Jan-2019</b>
		<b>Governors Review</b>	<b><u>June 2019</u></b>
	<b>Review every 2 years</b>	<b>Next review</b>	<b><u>June 2021</u></b>
<b>Circulation</b>	<b>All staff</b>		