

Pathways School

Safeguarding and Child Protection Policy

Policy Monitoring

This policy was written: 30/08/21

Date agreed and ratified by Trustees: 16/11/21

Date of next review: June 2022

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures

Positive Behaviour Support for Learning

Designated Safeguarding Lead: Saima Ali Majid, Chair of Trustees

Pathways School

Designated Safeguarding Lead: David Haswell, Interim Headteacher

1. Introduction

Pathways School is committed to safeguarding the welfare of children. We aim to provide a safe, secure, and supportive environment for all members of our school community but especially our children.

Keeping Children Safe in Education, September 2021 defines safeguarding and promoting the welfare of children as: 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; and taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and refers specifically to the procedures used to protect children at risk of harm or those who have been harmed. ***Working Together to Safeguard Children 2020, Appendix A***. Child Abuse is defined in ***Keeping Children Safe in Education, September 2021***, and states that: abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. The designated safeguarding lead is most likely to have a complete safeguarding picture and to be the most appropriate person to advise on the response to safeguarding concerns.

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers, and Trustees of the charity **Positive Behaviour Support for Learning (PBSL)** and **Pathways School** and is consistent with the procedures of the local safeguarding board. Our policy and procedures also apply to extended school and off-site activities.

Pathways School supports children and young adults with autism and complex needs. These learners may not have adequate communication skills to discuss incidents or express fear. Pathways School will strive to create a proactive culture where the staff will be trained to be vigilant and sensitive to issues and concerns pertaining to safeguarding and child protection.

1.1 Legislation and regulation

- This policy is based on the Department for Education's statutory guidance, *Keeping Children Safe in Education 2021* and to *Safeguard Working Together Children 2020*, and the *Governance Handbook*.
- We comply with this guidance and the procedures set out by our local safeguarding children board
- This policy complies with our funding agreement and articles of association.
- This policy meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

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 students
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- 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 Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalization and extremism
- Statutory guidance, introduced in 2019, that specifically focuses on the criminal acts of Upskirting and Serious Violence

The guidance on safeguarding and child protection focuses on three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) who will decide to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

2. Categories of Child Abuse

The categories of child abuse and neglect are:

Physical abuse – which may involve the hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise 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 as far

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 - sexual activities, not necessarily involving an elevated level of violence, whether the child is aware of what is happening or not. 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 noncontact 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.

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 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, it may or may not, be accompanied by violence or threats of violence. The abuse can be one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation may occur without the child's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). Child sexual exploitation does not always involve physical contact; it can also occur using technology.

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

3. Specific safeguarding issues

All staff should have an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- criminal exploitation: county lines

- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults' strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
- Upskirting
- serious violence
- peer on peer abuse

Children Missing from Education: all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education, or not attending it regularly, is a potential indicator of abuse or neglect. We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, including appropriate notification to the Local Authority. We will also ensure staff are alert to the potential risks of poor or non-attendance and cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as travelling to war zones, FGM and forced marriage. If attendance is not reported by parents, we will contact the emergency contacts for the pupil.

Serious Violence: all staff should be aware of indicators, which may signal that children are at risk from, or are involved in serious violent crime; they should also be aware of the associated risks and understand the measures in place to manage these. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries; Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs. Advice is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Child criminal exploitation: 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 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 should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child (male or female) under the age of 18 years.
- can affect any vulnerable adult 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 children 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.

Peer on Peer abuse: This places a responsibility of all staff to know what to look for in the early identification of peer-on-peer abuse and preventing it from escalating. Behaviour management practices across the services are design to work to prevent all forms of bullying, and include the expectation upon staff to staff challenge inappropriate behaviours between students by, for example: making clear that sexual violence and sexual harassment is not accepted, 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'

Female Genital Mutilation: The Mandatory Reporting Duty Female genital mutilation (FGM) is a collective term for procedures which include the removal of part or all the external female genitalia for cultural or other non-therapeutic reasons. The procedure is typically performed on girls aged between 4 and 13, but in some cases, it is performed on young women before marriage or pregnancy. FGM has been a criminal offence in the UK since the Prohibition of Female Circumcision Act (1985) was passed. The Female Genital Mutilation Act (2003) replaced this Act and makes it an offence for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel, or procure the carrying out of FGM abroad, even in countries where the practice is legal. We recognise that the multi-cultural make-up of the school means that some PBSL 2021 may be at risk of FGM practice. Staff should be aware of risk factors and must respond to the statutory duty placed upon them in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police if they have reason to believe FGM has been carried out on a girl under the age of 18 either in this country or abroad. Staff who fail to report such cases will face disciplinary sanctions. Staff should still consider and discuss any such cases with the DSL and involve children's social care as appropriate (KCSIE, 2021).

Upskirting: This is a criminal offence in England and Wales with offenders facing up to two years in prison for taking an image or video under somebody's clothing. It is usually performed in a public place, such as on public transport or among crowds of people,

making it harder to spot people taking the photos and there have also been instances of the practice taking place in schools. Staff need to be extra vigilant where students are using iPad, 'phones with camera, and other recording devices in and around the school. Similarly, when supporting students outside of school, staff should maintain a conscious awareness of potential perpetrators.

Child abuse occurs in all groups within society, across all cultural, ethnic, and religious communities and all socio-economic groups. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that as a school we are able to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

The Personal Social Health Education (PSHE) curriculum teaches students how to positively interact with their peers, which includes how to be kind to one another. PSHE is taught following the principles of keeping children safe and prepare children for the world they are growing up in. The content should always be age appropriate.

Students that attend Pathways School may not always possess the communication skills that enable many children to discuss or disclose incidents that upset or frighten them. It is of the utmost importance therefore that we create a sensitive, proactive environment in which children; parents and staff members are secure and confident in the agreed procedures that put children's safety first. We will also ensure that our students are taught the skills and are given the means to communicate effectively.

We recognise that children with disabilities or additional needs may be more vulnerable to abuse as additional barriers can exist when recognising abuse and neglect. This can include:

- Assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
- Being more prone to peer group isolation than other children

Our staff and volunteers form part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone's** responsibility.

Staff need to use the students' preferred method of communication to elicit as much information from the students' as possible. Staff need to be aware that disclosures may or may not be verbal and need to be vigilant to any change in behaviour patterns, verbal

or otherwise. If staff do not feel confident in eliciting information from students, they should immediately seek the support and guidance from more senior members of staff.

The Children Act 2004, Section 11 contains arrangements required to safeguard and promote the welfare of children including:

- A clear statement of the agency's responsibilities towards children available to all staff.
- Staff training on safeguarding and promoting the welfare of children for all staff working with or in contact with children and families.
- Safer recruitment procedures in place.
- Effective inter-agency working to safeguard and promote the welfare of children.
- Effective information sharing.

3.1 Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse. Whilst, among other obligations, the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

We will request a minimum of two emergency contact numbers for each child, preferably three, as we acknowledge that this is a protective measure for children to enable swift contact with families when necessary.

3.2 Duty of Care

Duty of Care means that everyone is required to take reasonable care in any situation in which harm to someone else could be foreseen.

A Higher Duty of Care which is the standard of care expected from someone with increased experience and specialist expertise where, through training or experience, one may be expected to visualise more clearly the results of one's actions in one's area/s of specialism. This applies specifically, but not exclusively, to Designated Safeguarding Leads.

3.3 Negligence and Duty of Care

Acts or omissions by someone with a duty of care in which this is breached by falling below the standard of care required in the circumstances to protect others from the unreasonable risk of harm.

4. Pathway's safe school culture

4.1 Recruitment

When Pathways appoints new staff there are several checks made which aim to prevent unsuitable people from working with our children. These include:

- We ask to see proof of identity by looking at an original birth certificate, driving licence or passport.
- Where relevant, we seek proof of professional qualifications by asking to see the original certificate or diploma.
- References are taken up before interview; we require the names of two referees that we contact. We obtain two written references one of which must be from the current or most recent employer.
- In principle, no member of staff (whether paid or unpaid) in regulated activity at Pathways School or in PBSL will be permitted to start work until an enhanced DBS check has been undertaken. We accept that it is legally permissible for staff to commence work whilst waiting for an enhanced DBS to be completed so long as a Barred List check has been and will in exceptional circumstances permit this to happen with a full risk assessment agreed with the employee.
- Newly appointed qualified teachers will not be permitted to commence in post until we have checked that they are not prohibited from teaching by the NCTL. This includes staff who were previously working as qualified teachers.
- All staff of PBSL undertake regulated activity. This means that the barred list is automatically checked as part of the Enhanced DBS check and any directions under s.128 of the Education and Skills Act 2008 barring individuals from taking part in the management of an independent school will also be disclosed via this route.
- Enhanced DBS checks are obtained for all Trustees of PBSL, the proprietor of Pathways School as they are deemed to be in regulated activity. This means that the barred list is automatically checked as part of the Enhanced DBS check and any directions under s.128 of the Education and Skills Act 2008 barring individuals from taking part in the management of an independent school will also be disclosed via this route. People who are the subject of a Section 128 order are disqualified from being trustees.
- Additional checks are carried out on the Chair of Trustees in accordance with regulation 20 of The Education (Independent School Standards) Regulations 2014.
- We also have a legal duty to make a referral to the DBS under specific circumstances, and we believe a person has caused harm or poses a future risk of harm to vulnerable groups, including children.

4.2 Training of staff

All members of staff (including teaching and non-teaching) receive training on

safeguarding and child protection, including the arrangements in the school and the London multi-agency procedures. The training includes basic concepts of child protection, recognition and handling a disclosure, which may or may not be verbal. Training will also include the school's behaviour policy and procedures for children missing education as well as the staff code of conduct and this CP / safeguarding policy.

Safeguarding and Child Protection Awareness Training is delivered as part of the induction programme and as a refresher every year to **all staff, including DSL**. Additional training sessions are delivered by an external consultant to cover specific safeguarding topics annually. These topics can include but are not limited to:

- Adult Safeguarding and Mental Capacity Act
- Prevent Duty, FGM and Ethnic Diversity
- Key Changes to 'Keeping Children Safe in Education'

The DSL attends Level 3 training every 2 years. DSL training is accessed through Child Protection Training UK and Harrow Children Safeguarding Board.

All staff members are required to read the Intimate Care Policy as part of induction training. Each child's individual care plan is incorporated in their behaviour plan and pupil profile sheets along with individual risk assessments.

4.3 Training Objectives

- To ensure that school team members observe and monitor students' routine behaviour on a regular basis.
- To ensure staff across the organisation understand their responsibility to raise concerns and how they can raise concerns.
- To support staff members in recording of observations so that any confidential information pertaining to a child is precise, objective and professionally documented.
- To handle information in a sensitive and confidential way and on a "need to know" basis referring to the latest Government guidance Information Sharing 2018, as necessary.
- To ensure that referrals are handled correctly and consistently.
- To serve as a reminder to staff members to remain alert and aware of child protection issues.
- To identify the safeguarding and child protection leads across the organisation
- The safeguarding and protection lead have full training in child protection, safeguarding and multi-agency working which is refreshed at least every two years.
- All other staff receive annual training in child protection and/or safeguarding.

Refresher training for all staff is also delivered throughout the academic year. In addition, all staff are required to read ***Keeping children safe in education: September 2021*** and ***What to do if you are worried a child is being abused, March 2015*** and to discuss with one of the designated staff if they have any queries.

Annual staff training will also include information on peer-to-peer abuse, Honour Based Violence, Female Genital Mutilation and Preventing Radicalisation.

4.4 Roles and responsibilities

Designated Safeguarding Lead (DSL)

The designated safeguarding lead is expected to:

- The Designated Safeguarding Leads (DSL) will have their role explicitly stated in their job descriptions and will attend the necessary enhanced training courses to enable them to carry out their role effectively.
- Designated leads will also ensure that all staff are provided with Part One of Keeping Children Safe in Education 2021 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.
- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Heads of Service to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice, and expertise for staff.
- Ensure the child protection policies are known, understood, and used appropriately.
- Ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the organization in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- To lead on termly internal safeguarding supervision

Deputy Designated Safeguarding Lead (DDSL)

The designated deputy safeguarding lead is expected to:

- Deputise for a Designated Safeguarding Lead and undertake directed tasks as warranted by the DSL. The Deputy Designated Safeguarding Leads (DDSL) will have their role explicitly stated in their job descriptions and will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively.
- Deputy Designated leads will also assist in ensuring that all staff are provided with Part One of Keeping Children Safe in Education 2021 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.
- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Heads of Service (as they apply) (This are Designated Safeguarding Leads) to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice, and expertise for staff.
- Ensure the child protection policies are known, understood, and used appropriately.
- Ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the organization in this; and
- To engage with termly internal safeguarding supervision

The DSL will undergo training to provide them with the knowledge and skills required to carry out the role, updated at least every two years and will include Prevent awareness training

4.5 Observation and Monitoring

It is the responsibility of **all** staff members to report any disclosures, changes in behaviour and/or observations of marks or bruises and to 'alert' the DSL to any concerns that arise verbally. Safeguarding concerns could be because of the action or inaction of staff, parents, visitors, transport providers, or others in contact with the pupil. It is the DSL's responsibility to follow up reports including asking parents.

Accounts should be written up promptly.

Observation and monitoring are particularly important for children with learning and/or communication challenges as they may not be able to verbally disclose an experience of abuse and it is more likely to be because of a member of staff being vigilant and noticing unusual behaviour or marks or bruises.

Any child may benefit from **early help**, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.

In addition to monitoring and recording signs or indicators of abuse, all staff have a responsibility to pass on ANY concerns at the earliest opportunity, in order that **early help** can be offered to the child and/or their family to reduce the risk of problems escalating.

The Department of Education has provided advice ***What to do if you are worried a child is being abused March 2015*** for practitioners.

Staff may be required to support other agencies and professionals in an **early help** assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

5. Procedures for reporting

If any member of staff has concerns about suspected child abuse, the initial point of reporting would be the DSL.

Allegations against staff are dealt with in accordance with section 7 below. Issues to report are any concerns regarding the safeguarding or welfare of children. Concerns will include any incident that could have a bearing on the welfare of a child as well as signs or indicators of abuse, disclosures from children or their parents/carers or concerns about the interaction of any person in contact with a child. Any information is handled in a sensitive and confidential manner on a “need to know” basis.

If a child discloses **physical abuse, neglect, or emotional abuse** and/or if a member of staff observes signs that are consistent with such abuse, the member of staff should immediately inform the DSL. The DSL may ask for an explanation from the child’s parents/carers. **Unless** the explanations given are plausible and consistent with a non-abusive event the DSL at Pathways School should then inform the Social Services team for the pupil’s home local authority in line with their referral procedures.

If the child discloses **sexual abuse** and/or if a member of staff observes signs that are consistent with such abuse, that disclosure should **not** usually be shared with the parent/carer at that point in case the parent or carer may be the perpetrator. The staff member should inform the DSL who will inform Child Social Services immediately and a record will be made.

If a child makes an allegation against another child, we will follow the Harrow Safeguarding Children’s Board Procedures.

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. If it is discovered that a pupil has been a victim of FGM, it is the discovering staff’s duty to report it to the police.

Staff working with children are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead.

6. Allegations against staff or volunteers

If an allegation is made against any member of staff or volunteer, the relevant Head of Service should be informed immediately. The Head of Service will then discuss the allegation with the LADO (Local Authority Designated Officer) the same day before discussing the allegation with the member of staff or taking any decision regarding action including whether the staff member should be suspended. The LADO will advise whether a multi-agency meeting is to be convened.

If an allegation is made against the Headteacher, the Chair of Trustees should be informed, and it is their responsibility to notify the LADO. Allegations against non-

teaching staff or volunteers will be dealt with in accordance with this policy. If an allegation is made against the proprietor Chair of Trustees, then it is reported directly to the LADO.

The Chair of Trustees will be informed if a staff member is suspended pending an investigation. It will be the Headteachers responsibility to notify the LADO before making any decision regarding suspension or other action.

Allegations against staff must be managed in accordance with Part Four of Keeping Children Safe in Education, September 2021.

7. Staff making allegations against other staff

Such allegations must be made to the DSL unless the allegation has been made against the DSL then the staff should report their concerns to the Chair of Trustees. If having done this the staff member still has concerns about another member of staff and they still consider children to be at risk, they must take their concerns to the LADO.

8. Effective Reporting

An incident report is completed whenever there is a concern regarding the safeguarding or welfare of children no matter how small and even if no further action is required. If a visitor would like to raise a concern, they can use a Cause for Concern form which can be found at reception. If staff want to report a Health and Safety Concern, they can complete a Health and Safety Concern form. Incident reports when used to report a concern are confidential and only the DSL has access to confidential information. **Incident reports must be written as soon as possible after an incident, but before the end of the day in which the concern is raised, and the DSL notified.**

Careful records must be kept of all action taken concerning an incident, for example time, date, and name of Duty Social Worker, when reporting suspected child abuse. **These records must be kept confidential.**

Referral reports, using the relevant Local Authority's own referral form are written by the DSL and it is their responsibility to ensure that a copy of this report is kept in the Child Protection server on the school's computer system. The relevant referral form for each borough is available on the boroughs' websites, alternatively the duty social worker will direct the DSL to the referral form that they need to complete and the email address that the referral forms are sent to.

Only the DSL has access to the Child Protection drive on the school's computer systems.

9. Referral

Pathways School has a duty to report suspected child abuse to our statutory partner agencies.

Any member of staff who has reason to suspect abuse, or to be concerned about

whether a child is likely to suffer significant harm has a responsibility for raising the issue with the DSL – and by completing an incident report. It is the DSL's responsibility to advise staff and where necessary telephone social services for further advice.

Where the suspected abuse relates to an event at Pathways School, the referral is to Harrow. If the protection concern relates to events elsewhere, specifically the pupil's home, then the reporting route is to that home authority.

It is also our duty to inform Child Social Services of abuse. DSL's have specific training in child protection, safeguarding and referral procedures. However, if any member of staff believes that their concerns are not being taken seriously and that steps are not being taken to protect a child, the member of staff with the concern **MUST** escalate this to the Chair of Trustees. If necessary, any member of staff can make a referral to Social Services in line with ***Keeping Children Safe in Education September 2021***, but they should inform the relevant Head of Service/ DSL as soon as possible that a referral has been made. **If in doubt, ask.**

We also expect staff to be vigilant against female genital mutilation (FGM), particularly for female students from communities which are known to be most at risk. In the event of any indications that a pupil may be at risk of FGM staff have a mandatory duty to report it. Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the staff member has a good reason not to, they should also still consider and discuss any such case with the designated safeguarding lead and involve children's social care as appropriate. Further information about FGM is available within *Keeping Children Safe in Education, September 2021*.

Whilst it is less likely to be relevant to our cohort of students, compared with those of a mainstream school, we have a duty to prevent the radicalisation of students under the Counter- Terrorism and Security Act. This is often referred to as the 'Prevent duty.' Further information is found at page 62 onwards of ***Keeping Children Safe in Education, September 2021*** which includes information on when referrals to the Channel programme may be required.

Staff should also, be aware, for the cohort of children at the school, of the potential for faith abuse and fabricated or induced illness to occur. In respect of the latter staff may wish to refer to our Medical Policy which deals with situations pertaining to the administering of prescribed medicines and requests to administer other substances including but not limited to food supplements.

The school has a mandatory duty to report any instances or suspected instances of 'private fostering' to the relevant local authority. A private fostering arrangement is one which has been made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18, if disabled) a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step- parents; it does not include great-aunts or uncles, great grandparents, or cousins.) If it is deemed that a private fostering arrangement is in place, the school should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

In an acute emergency when the child's life and health seem seriously at risk, dial 999 and call for an ambulance. The Metropolitan Police Child Protection Team should be contacted, as well as Harrow Social Services.

For further information about the referral procedure please refer to Harrow Safeguarding Children Board procedures

10. Changing Schools

Joiners: Although it is the duty of the previous school to transfer the data as soon as possible to the new school, occasionally this may not occur, perhaps if parents have not shared the name of the new school. When PBSL Schools admit new students, it will ensure that the previous school is contacted in writing (even if there had been a gap between school placements) to ask for written confirmation whether there are any child protection records or not and asking for any such records to be transferred.

Leavers: If a pupil of Pathways School transfers to another school, Pathways School will ensure that all relevant records are transferred to the new school (to the extent that it is made aware of that school) and will seek a confirmation of safe receipt of those records from the new school.

In line with government legislation, we also inform Harrow Borough of any leavers or starters to Pathways School on a weekly basis.

11. Other related policies

This policy is linked to the following policies:

- Anti-bullying
- Online Safety
- Behaviour
- Positive Handling and physical intervention
- Equality and Diversity Policy
- Health and Safety
- Absconding and Lost Child Procedure
- Data Protection
- Pupil information (DfE guidance)
- Safer recruitment

- Intimate care
- Whistleblowing Policy
- Safeguarding Adults at Risk Policy and Procedure

12. Resources

Keeping Children Safe in Education September 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2021.pdf

London Child Protection Procedures, 2021 [London Child Protection Procedures \(londoncp.co.uk\)](http://londoncp.co.uk) Available as hard copy in each school, also available electronically via Harrow Safeguarding Board website www.hscb.org.uk

London Safeguarding Children Board supplementary procedures

These provide detailed information related to specific safeguarding issues. They are available via the London SCB website (as above)

Inspecting Safeguarding in Early Years, Education and Skills 2021

Childcare Act 2006 – Statutory Guidance February

2015, amended 10 September 2018

http://www.legislation.gov.uk/ukpga/2006/21/pdfs/ukpga_20060021_en.pdf

Working Together to Safeguard Children 2020

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

What to do if you're worried a child is being abused, 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information sharing - Advice for practitioners providing safeguarding services to children, parents and carers, 2018

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Use of reasonable force: advice for HTs, staff and governing bodies (DfE 2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Safeguarding Disabled Children, Practice Guidance, July 2009

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>



Sexting

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

[a/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf](#)

Up skirting

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/790549/circular-voyeurism-offences-act-2019.pdf

| | Name | Signature | Date |
|-------------------|---------------|--|----------|
| Chair of Trustees | Saima Ali |  | 16/11/21 |
| Headteacher | David Haswell |  | 16/11/21 |

| | |
|-------------|-----------|
| Review Date | June 2022 |
|-------------|-----------|

Appendices

Appendix 1: Flowchart: Procedure to follow in the event of a concern about a child

Appendix 2: Recognising the signs of abuse

Appendix 3: Expression of Concern form

Appendix 4: Specific Safeguarding Issues

Appendix 5: Body Map

Appendix 6: Incident Record

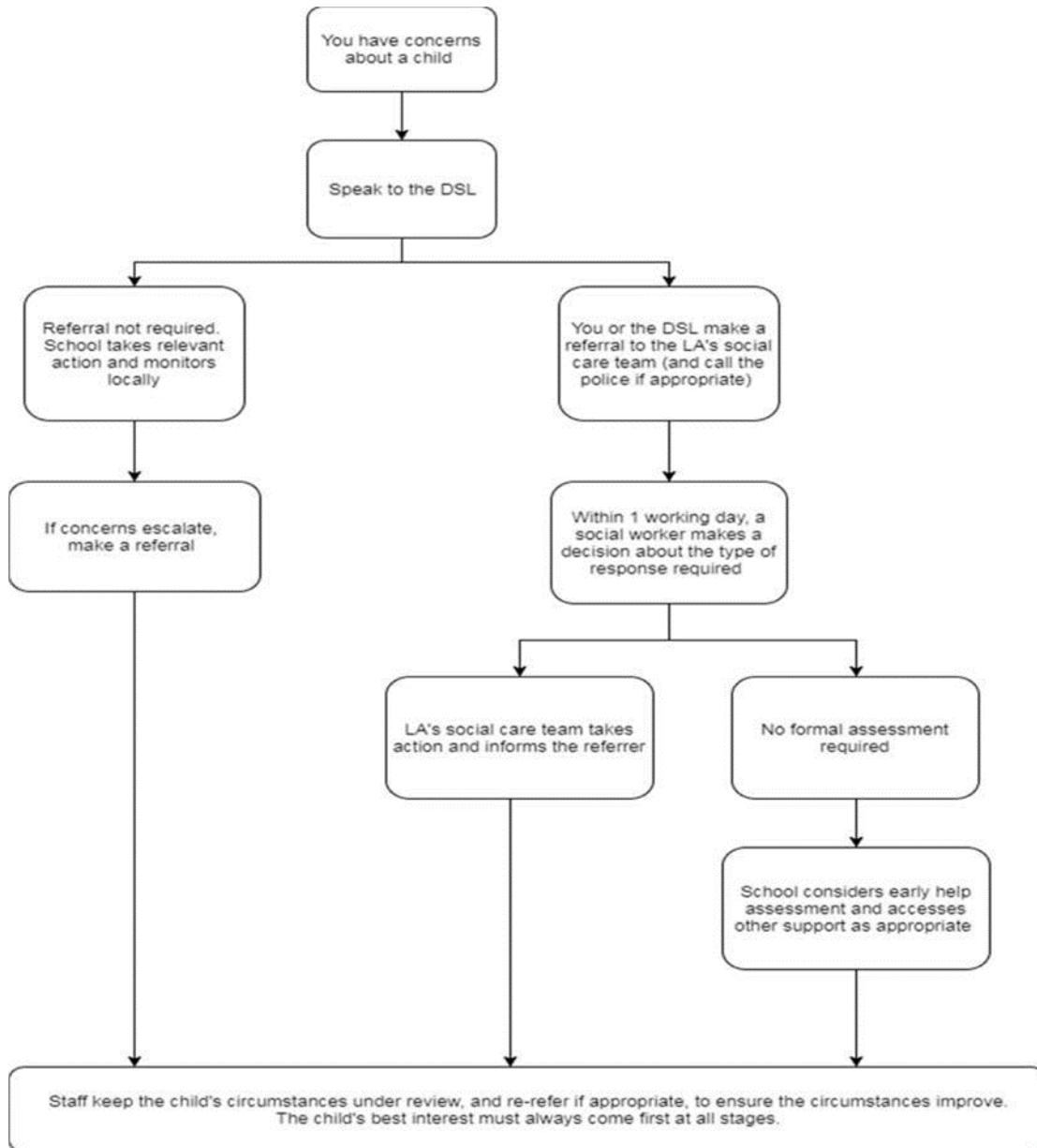
Appendix 7: Meeting Record

Appendix 8: CP Meeting Record and Actions

Appendix 9: Useful Contacts

Appendix 1: Flowchart

Procedure if you have concerns about a child's welfare (no immediate danger)



Appendix 2: Recognising signs of abuse

Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more significant injury).
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour indicating injuries caused at separate times
- The outline of an object used e.g., belt marks, handprints, or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require expert medical opinion. Any burn with a clear outline may be suspicious e.g.

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area

- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

Many scars or scars of varied sizes or ages, or on various parts of body, may suggest abuse

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self-destructive tendencies
- Aggression towards others

Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse

- Developmental delay
- Abnormal attachment between a child and parent / carer e.g., anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations

- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harming
- Running away

Neglect

Evidence of neglect is built up over a period and can cover various aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g., adequate food, clothes, warmth, hygiene, and medical care
- A child seen to be listless, apathetic, and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging

anything due to guilt and / or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self-mutilation, and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g., sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is disclosed
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia, or clothing
- Wetting or soiling

Appendix 3: Expression of concern form

Child Protection Expression of Concern Form

This form should be completed when there is cause for concern and given to your Designated Safeguarding Lead as soon as possible.

Details of Student:

Student's Name:

Student's Date of Birth:

Details of the person reporting concerns:

Full Name:

Post:

Do these concerns relate to a specific incident/disclosure? If YES complete Section A; If NO, omit section A and move straight to Section B

Section A:

Date and time of incident/disclosure:

Location of incident/disclosure:

Date this form was completed:

Other persons present:

Section B:

Details of concern/disclosure/incident:

(What was said, observed, reported)

Action taken:

(What did you do following the incident/disclosure/concern?)

Any other relevant information:

| | |
|---------|-------|
| Signed: | Date: |
|---------|-------|

| |
|--|
| DSL Response: |
| Action taken by DSL: |
| Rationale for decision making/actions taken: |
| Outcome of action taken by DSL: |
| Follow up action by DSL: |
| Feedback given to person reporting the concerns: |

| | |
|------------------------------|-------|
| Signed by DSL: Full Name: | Date: |
|------------------------------|-------|

Checklist for DSL:

- ✓ Concern described in sufficient detail?
- ✓ Distinguished between fact, opinion, and hearsay?
- ✓ Child's own words used? (Swear words, insults or intimate vocabulary should be written down verbatim)
- ✓ Jargon free?

- ✓ Free from discrimination/stereotyping or assumptions?
- ✓ Concern recorded and passed to DSL in a timely manner?

Appendix 4: Specific Safeguarding Issues

Bullying

Our policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g., cyber bullying and prejudice based/discriminatory bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Child criminal exploitation

Child criminal exploitation (CCE) can include children being forced or manipulated into transporting drugs or money, working in cannabis factories, shop lifting or pick pocketing. They can also be forced or manipulated into vehicle crime or threatening/ committing serious violence to others. Children can be trapped by this type of exploitation as perpetrators can threaten victims and their families. They may be coerced into carrying weapons or carry knives for a sense of protection. The vulnerabilities of these children are not always recognised by adults and professionals. It is important that professionals are aware that girls are at risk of criminal exploitation too.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power, or status by an individual or a group.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

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

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing or school performance
- Signs of assault or unexplained injuries

- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Children Looked After - (CLA)

We have a Designated Lead who is responsible for Looked After pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

Being involved in and following the guidance set out in the pupil's personal education plan

(PEP) • Designated Safeguarding Lead – oversees the general well-being and progress of all

CLA children. • Offering in school support such as Thrive

Targeting pupil premium specifically to support children in care.

Attending any liaison or review meetings held on their behalf, including speaking for them, or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers

Monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service

Monitoring their academic progress carefully to try to ensure they are making good progress in school making full use of "tracker" systems •

Informing their teacher that they are on the looked after register without breaching confidentiality, so he/she knows to register any concerns speedily to the safeguarding team

Being careful not to accept any under achievement just because the child is 'looked after' •

Looking out for difficulties with home learning or resources that may be a result of their being in care and liaising with carers to organise and manage their work and by providing the resources needed

Enlisting the support of and liaising with other agencies as appropriate

Checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self-esteem projects/residential organised by the school as and when appropriate.

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Children missing in Education (CME)

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life. School responsibilities are to enter pupils on admission registers on the first day that pupils should attend school, monitor attendance closely through the daily register referring poor attendance where necessary to the local authority and making reasonable enquiries to establish the whereabouts of pupils who do not attend school. School must arrange fulltime education for any excluded pupils from the sixth day of a fixed period exclusion.

Children with a parent in prison

It is the responsibility of families to speak to the Designated Safeguarding Leads to inform where there may be a parent or significant relative in prison. However, families often do not want to publicise this and must be assured that information will be treated confidentially. We offer a Thrive support package to pupils affected to provide emotional support.

Children with Sexually Harmful Behaviours including sexual violence and/ or sexual harassment

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying policy where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of individuals and the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible. The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Whilst schools are establishing the facts of the case and starting the process of liaising with children's social care and the police, schools should consider the proximity of the victim and alleged perpetrator regarding shared classes, transport, and playground.

County Lines

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. The UK Government defines county lines as: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal

line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults, and local communities. All concerns must be reported to the DSL.

Fabricated or Induced Illness

Fabricated or Induced Illness is a rare form of child abuse. It occurs when a parent or carer, exaggerates or deliberately causes symptoms of illness in the child. FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness. Behaviours in FII include a carer who:

- Persuades healthcare professionals that their child is ill when they’re perfectly healthy
- Exaggerates or lies about their child’s symptoms
- Manipulates test results to suggest the presence of illness
- Deliberately induces symptoms of illness by providing their child with unnecessary medication or other dangerous substances

Reasons why FII occurs are not fully understood. Most common explanations are that the carer enjoys the attention of playing the role of a “caring mother”. Many carers involved have mental health disorders characterised by emotional instability, impulsiveness, and disturbed thinking. There have been cases where illness was fabricated for financial reasons – for example, to claim disability benefits. FII is a safeguarding issue and concerns must be reported to the DSL. Families should not be confronted directly.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out

- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting, or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

MANDATORY REPORTING DUTY OF FEMALE GENITAL

MUTILATION– 31 OCTOBER 2015

Section 5B of the 2003 FGM Act (as inserted by section 74 of the Serious Crime Act 2015) introduces a mandatory reporting duty which requires teachers (and regulated health and social care professionals) to report “KNOWN” cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty applies from 31 October 2015 onwards.

KNOWN cases are defined as where a girl **informs** the person that an act of FGM has been carried out

- where the professional **observes** physical signs that appear to show that an act of FGM has been carried out.

DUTY APPLIES TO: qualified teachers or those carrying out teaching work

DUTY APPLIES IN RELATION TO:

- girls under the age of 18 at the time of the disclosure or identification
- cases directly disclosed by the victim

DUTY DOES NOT APPLY:

- in relation to at risk or suspected cases or where the woman is over 18 (in these cases local safeguarding procedures should be followed)
- where the disclosure is not by the victim (though such disclosures should be handled in line with local safeguarding procedures)

REPORTS UNDER THE DUTY:

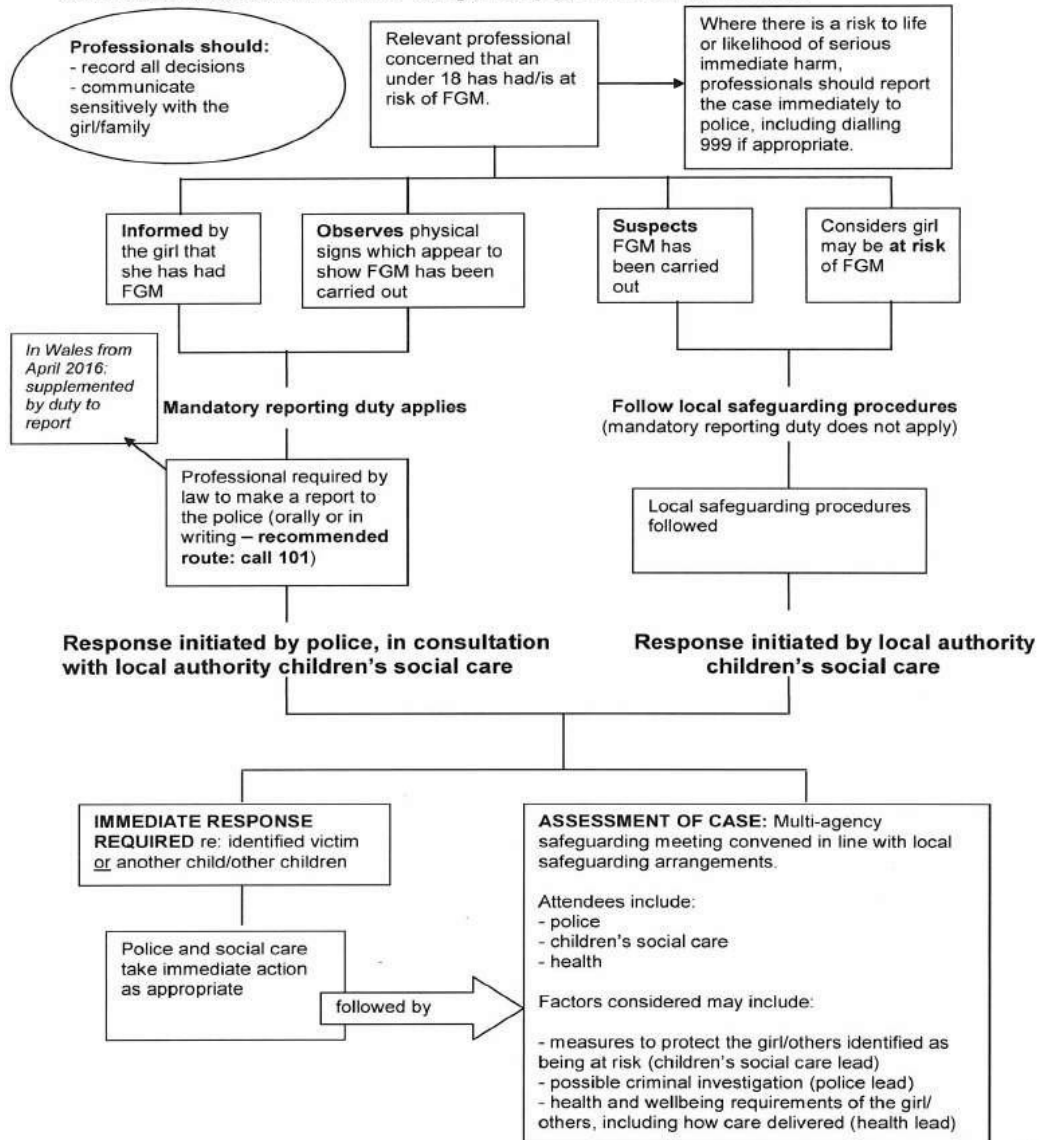
- **TIMESCALE** – should be made as soon as possible but within 48 hours i.e., close of the _____
next working day.
- Should be made to the police service by ringing 101 (unless you feel the girl is at risk of immediate harm and therefore 999 should be called)
- State you are making a report under the FGM mandatory reporting duty
- Have relevant details of yourself and the child/others involved to hand
- Keep comprehensive records
- Inform the girl and inform the child’s parents that a report has been made under the mandatory duty (unless this could put the girl at risk)

STEPS TAKEN FOLLOWING A REPORT UNDER THE DUTY – A multi-agency response will be initiated by the police which could lead to:

- Measures necessary to protect the girl/others (social care led)
- Possible criminal investigation
- The health and wellbeing requirements of the girl/ others (health led)
- Application by the police for a FGM Protection Orders (FGMPO)

Annex A – FGM mandatory reporting process map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.



Forced marriage

Forcing a person into marriage is a crime. 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e., we may only have one chance to speak to the potential victim and only one chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Gang related Activity

It is part of the work of Brent Specialist Academy Trust to support the community in reducing violence, including knife and gun crime, and protecting vulnerable individuals from violence and exploitation by gangs. Any member of staff, parent or community member can pass information to the DSL that can be used to work in partnership with the police to reduce gang related activity.

Honour Based Abuse (HBA)

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

Mental Health

Pathways school have an important role to play in supporting the mental health and well-being of pupils. A recovery curriculum is offered to enable pupils to return to school following Covid related school closures. Pathways school are Thrive Schools and trained staff identify and plan for the mental health needs of children in their class groups. Where these needs may become a safeguarding concern, they are report to the DSL.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- *Telephone the police explaining that the child has special educational needs and is vulnerable.*
- *Inform staff at the setting to trigger their own procedures for locating children who may get separated from their group.*

- *Inform school.*
- *School/ police will inform the parents as soon as possible.*

Non-collection of children

If a child is not collected at the end of the session/day, we will contact social care before 5pm. It is essential that if for any reason you will be late to collect your child, that you let the school know as soon as possible.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alerted to changes in pupils' behaviour.

[SPCC](#) say that signs that a pupil is being radicalised are;

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff

should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** act if they are worried.

Racist/ Homophobic incidents

We acknowledge that repeated racist/ homophobic incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist/ homophobic incidents and send an annual report to Brent Council.

Serious violence

Risk factors include increased absence from school, a change in friendships or relationships with older individuals or groups, a decline in performance, signs of self-harm or a change in well-being, signs of assault or unexplained injury. There are a range of risk factors that can increase the likelihood of involvement in serious crime such as being male, having been frequently absent or excluded from school, having experienced child maltreatment and having been involved in offending.

Sexting (sharing nude/ semi nude images/ video)

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting may also be called: trading nudes, dirties, pic for pic. It is important to explain to children the risks of sexting, how to stay safe and remind them that they can talk to you if something ever makes them feel scared or uncomfortable. It is important that they know what we can do to protect them. Sexting can be seen as harmless but creating or sharing explicit images of a child is illegal, even if the person doing it, is a child. A young person is breaking the law if they: take an explicit photo or video of themselves or a friend; share an explicit image or video of a child, even if it's shared between children of the same age; possess, download, or store an explicit image or video of a child, even if the child gave their permission for it to be created. Staff are aware that all incidents of sexting should be reported to the designated safeguarding lead (DSL) who will manage the situation in line with the school's safeguarding policies and the full UKCCIS guidance. NSPCC guidance regarding sexting is as follows and will be followed by the school: never view, download, or share the imagery yourself, or ask a child to share or download – this is illegal. If you have already viewed the imagery by accident (for example if a young person has showed it to you before you could ask them not to) you must inform the DSL, do not delete the imagery, or ask the young person to delete it, do not ask the young person(s) who are involved in the incident for information regarding the image. This is the responsibility of the DSL. Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers. Do not say or do anything to blame or shame any young people involved. Do explain to the young person that you need to report the incident and reassure them that they will receive support and help from the DSL.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Trafficking

Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK. Children may be trafficked for a variety of reasons including poverty, lack of education, discrimination, cultural attitudes, grooming, dysfunctional families,

political conflict and economic transition and inadequate local laws and regulations. Some children are coerced, but most are trapped in subversive ways. For example, some children may be promised education, respectable work in restaurants or as domestic help, or parents may believe their children would have a better life elsewhere. Children may be subjected to various forms of abuse and exploitation such as physical abuse, sexual abuse, emotional abuse, and neglect. Children who have been trafficked may be registered at a school for a term or longer before being moved to another part of the UK or abroad. All practitioners need to be aware of recognising signs and knowing how to respond if they suspect a child may have been trafficked.

Signs of trafficking may include:

Entering the country illegally, having no passport or other means of identification, false documentation, possessing money or goods not accounted for, being malnourished, unable to confirm names or addresses of carers, being withdrawn, not appearing to have money but have a mobile phone having a history of unexplained moves, appear to be missing for periods of time, being cared for by adults who are not their parents. All concerns should be reported to the DSL (Steve – Manor School, Kate – The Avenue School).

Violence against Women and Girls (VAWG)

Violence Against Women and Girls comprises of Female Genital Mutilation (FGM), Honour Based Violence (HBV) and Forced Marriage (FM). It is imperative that staff are aware of such issues that may affect families or involve families in our schools.

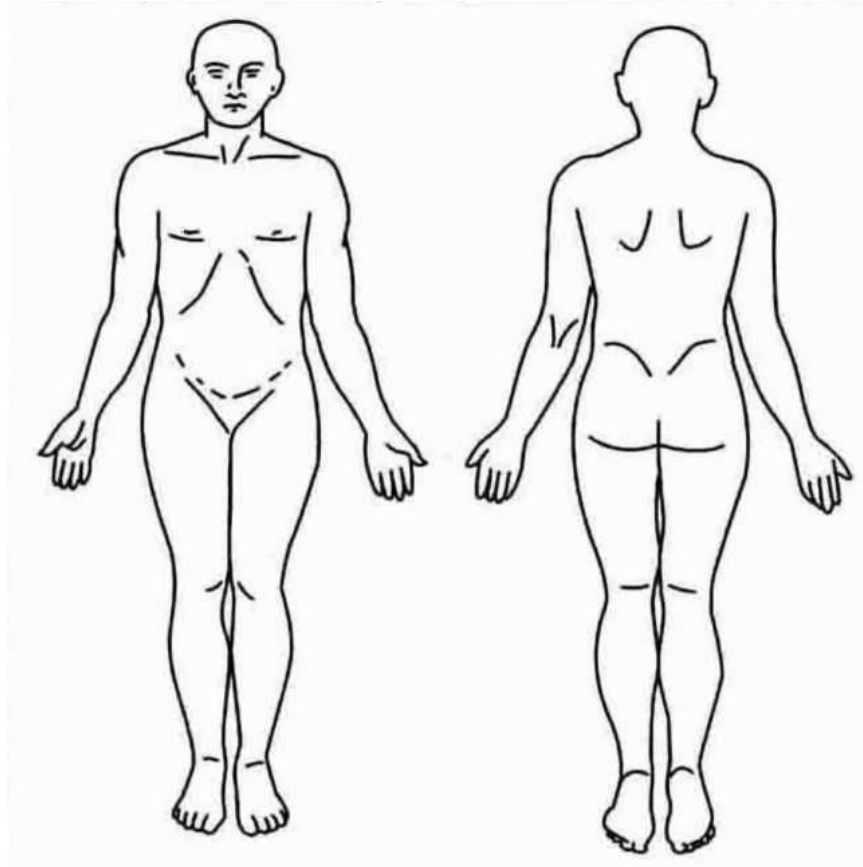
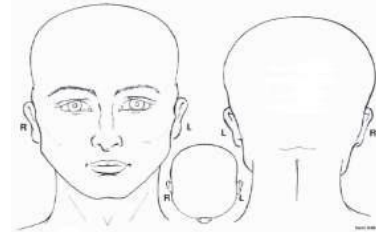
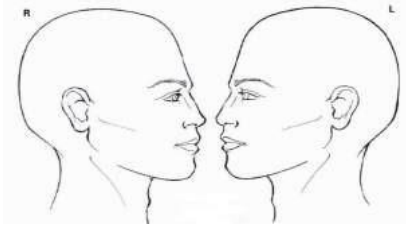
Young Carers

It is the responsibility of the Designated Safeguarding Leads to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation. This package would contain elements of the support offered to pupils looked after by the local authority.

Appendix 5

BODY MAP

| | | |
|----------------|-------|--------------|
| Name of child: | Date: | Observed by: |
| Notes: | | |



Appendix 6

Confidential Incident record

Name of Child: _____

Date of Birth: _____

Chronology of incidents and concerns

| Date | Time | Location | Those Present |
|------|------|----------|---------------|
| | | | |
| | | | |
| | | | |

Notes of incidents / allegations or observation giving rise to concern.

Name: _____

Designation: _____

Signature: _____

Date: _____

Date received by designated teacher for inclusion in the Child Protection File: _____

Appendix 7

Confidential Meeting Record

Present: _____

Date: _____

Name of Child: _____

Date of Birth: _____

Issues discussed and action agreed:

Name _____

Designation: _____

Signature: _____

Date: _____

Date received by designated teacher for inclusion in the Child Protection File: _____

Appendix 7

RECORD OF CHILD PROTECTION MEETING & ACTION

Name of Child:

Date of Birth:

Date:

Purpose of Meeting:

Those present:

NOTES

ACTION & BY WHOM

WHEN COMPLETED

Signature and Role of Person filling in form: