Safeguarding and Child Protection Policy

Inspire to achieve; persevere to succeed.

The policy covers many of the articles from the UN Convention on the Rights of the Child. Some key articles, are highlighted below:

Article	
2	The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
3	The best interests of the child must be a top priority in all decisions and actions that affect children.
12	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
19	Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
23	A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Approved by:	Full Governing Body	**Date:**	29/09/2025
Signature (Chair of Governors)	Abidah Kamali	**Signatures (Co-Headteachers):**	Anre Buchner
Last review date:		**Next review date:**	September 2026

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ROLE/ ORGANISATION	NAME	CONTACT DETAILS
Strategic safeguarding lead and DSL	Paola Ferreira	pferreira@gascoine.co.uk
Designated safeguarding lead (DSLs)	Anré Büchner James Fox Paul Vickery (Online Safety incl. Filtering and Monitoring Lead) Selina Alexander (PREVENT Lead) Cheryl Monks (LAC & PLAC Lead)	abuchner@gascoine.co.uk jfox@gascoine.co.uk pvickery@gascoine.co.uk salexander@gascoine.co.uk cmonks@gascoine.co.uk
Local Authority Designated Officer (LADO)	Mike Cullern	**mike.cullern@lbbd.gov.uk**
Chair of Governors	Abida Kamali	Akamali@gascoigne.co.uk
Safeguarding, CP, Prevent LAC Governor	Marie Ziane	mziane@gascoigne.co.uk
Channel helpline		020 7340 7264
Multi Agency Safeguarding Hub (MASH)		020 8227 3811

Section 1 – Aims

The school aims to ensure that:

Appropriate action is taken in a timely manner to safeguard and promote children's welfare

All staff are aware of their statutory responsibilities with respect to safeguarding

Staff are trained in recognising and reporting safeguarding issues

Section 2 – Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023), the Maintained schools governance guide and Academy trust governance guide. We comply with this guidance and the arrangements agreed and published by our 3 local **safeguarding partners** (see section 3).

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to have completed safer recruitment training
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police

where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting a specific group of pupils (where we can show it is proportionate). This includes a duty to make reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they are being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the '2018 Childcare Disqualification Regulations') and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets the requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage
- Social Housing (Regulation Act) 2023 (Amendment – Awaab's Law)

Gascoigne Primary School works in collaboration with the London Borough of Barking and Dagenham to ensure that all young people are safeguarded in line with Borough procedures. The school works with the Multi Agency Safeguarding Hub (MASH) and will make referrals to social services through the Borough recognised Multi Agency Referral Forms (MARF).

LBBD advises all schools within the Borough to adhere to the five Rs of Safeguarding

Recognise: -Be Vigilant
-Know the children you work with
-Be familiar with the types and indicators of abuse

Respond: -Never ignore concerns, signs or reports related to children's wellbeing and safety
-Do not delay your response

Report: -Always report your concerns to the Nominated Safeguarding Person (NSP) or their Deputy
-Ensure every member of staff/ volunteer is aware of who the NSP and Deputy NSP are

Record: -Always make a record of what happened – the incident or concern, the exact words of the child where possible, if they made a disclosure and any immediate actions taken
-Use your settings standard recording log
-Do not delay it – record information as soon as possible

Refer: -In all cases where there is a concern about significant harm of risk this must be referred to LBBD
Multi Agency Safeguarding Hub (MASH) team using the Multi Agency Referral Form (MARF). Referrals can be sent Via the email childrenss@lbbd.gov.uk

MASH can be contacted on **02082273811.**

This can be completed by the DSL, but anyone can make a referral. All staff should be familiar with the process. A member of staff who makes a referral must discuss with a DSL if a referral was made.

2.1 Keeping Children Safe in Education 2025 updates

This Safeguarding and Child Protection Policy have been updated in line with Keeping Children Safe in Education 2025 updates.

Section 3 – Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

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

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

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children include everyone under the age of 18.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Appendix 1 explains the different types of abuse.

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:

1. The local authority (LA), London Borough of Barking and Dagenham (LBBD)
2. A clinical commissioning group for an area within the LA
3. The Chief Officer of Police for a police area in the LA area

Section 4 – Equality statement

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

We give special consideration to children who:

- Have special educational needs and disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or frequently
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Section 5 – Roles and responsibilities

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 the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
  - Healthy and respectful relationships
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Body confidence and self-esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)
  - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
  - What constitutes sexual harassment and sexual violence and why they are always unacceptable

Section 1 – All staff

All staff will:

- ✓ Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

- ✓ This is delivered through staff lead training and induction online training. A record of this will be maintained in school.
- ✓ Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they will be interacting with online)
- ✓ Staff who **do not** work directly with children read annex A of KCSIE.

All staff will be aware of:

- ✓ Our systems that support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding leads (DSLs) , the behaviour policy, the online safety policy including roles and responsibilities in relation to filtering and monitoring, and the safeguarding response to children who go missing from education.
- ✓ The early help assessment process and their 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 social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- ✓ What to do if they identify a safeguarding issue or a 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 of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- ✓ New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- ✓ The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- ✓ The fact that children can be at risk of harm inside and outside of their home, at school and online
- ✓ The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- ✓ That a child and their family may be experiencing multiple needs at the same time
- ✓ What to look for to identify children who need help or protection

Section 2 – The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSLs are Paola Ferreira (Designated Strategic Safeguarding Lead), Anré Büchner, James Fox, Paul Vickery (Online Safety - includes and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online), Selina Alexander (PREVENT) and Cheryl Monks (LAC and PLAC). The DSLs take lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSLs will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours / out of term activities the DSLs available are Paola Ferreira, Anré Büchner and James Fox. They can be contacted by email of phone.

The DSLs will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service (DBS), and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Make sure that staff have appropriate Prevent training and induction

The DSLs will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

The school recognises the importance of addressing the role of the DSLs within the school and will ensure staff are aware of who the DSLs are. The school ensures the following is in place:

- Displays are visible around the school in in all communal / reception areas, identifying who the DSLs are.
- Safeguarding is a standing agenda item on any SLT Team and Governors meeting.

- Safeguarding updates are delivered and shared with staff members whenever needed. In addition, a half-termly safeguarding newsletter will be shared with all school staff.
- Safeguarding reminders are regularly shared with staff around reporting, responding to and recording safeguarding concerns.

Termly Safeguarding updates are shared with staff and Safeguarding Link Governors, sharing the number of referrals made, numbers of pupil referrals and common themes within the school, through the Headteacher's Report and Safeguarding newsletters. Local context is also shared, in addition to issues that are common within the local area.

The full responsibilities of the DSLs are set out in their job description.

Section 3 – The governing board

The governing board will:

- Evaluate and approve this policy at each review (annually), ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint an experienced link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
    - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Make sure:

- The DSLs have the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- The Strategic lead and HTs have the support to lead the development, implementation and overseeing of the school's entire safeguarding strategy.
- A nominated DSL will have lead authority over online safety and understanding the filtering and monitoring systems and processes in place

- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (**appendix 3).**

All governors will read Keeping Children Safe in Education in its entirety.

Section 16 of this policy has information on how governors are supported to fulfil their role.

Section 4 – The headteachers

- The headteachers are responsible for the implementation of this policy, including:
- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems that support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSLs have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, and devices like mobile phones and cameras in the setting

Section 6 – Confidentiality

The school will follow the DfE Data Protection guidance for schools, which will help school staff and governors understand how to comply with data protection law. Data Protection in schools

The school recognises that timely information sharing is essential to effective safeguarding. 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. The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk. The school will share necessary information with the social services team and the police services.

Requests for information will be processed as soon as possible; however, the school will endeavour to respond within 24 hours.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests. Staff should tell a child that they will only inform necessary staff, who will be able to support further.

The school will communicate with home where appropriate, and when guided by social care. However, it will not inform family if doing so puts any child at risk, or potential risk of harm. In addition, when advice is given by social care it will be followed.

Appropriate filtering and monitoring systems are in place on school devices and school networks, following the guidance from the Department for Education's new filtering and monitoring standards (DfE, 2023b), which support schools to have effective systems in place.

The school employs Senso web filter which also acts as the school security system, preventing unauthorised access to school systems from the internet, and unauthorised access to restricted websites for pupils and staff.

If the issue relates to a staff member, the issue will be raised to the Headteacher.

If staff are in any doubt about information sharing, they should speak to a DSL.

Further advice on Information sharing can be found via the government's information sharing advice for safeguarding practitioners.

Confidentiality is also addressed in this policy with respect to record-keeping in section 15, and allegations of abuse against staff in Appendix 3.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There is no definitive answer, because even if a victim does not consent to sharing information, staff may still lawfully share it if there is another legal basis under the UK GDPR that applies

- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information (including personal information), and will support staff who have to make decisions about sharing information

Section 7 – Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Has a disability
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited

- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Section 1 – If a child is suffering or likely to suffer harm, or in immediate danger

Tell a DSL as soon as possible if you make a referral directly.

Staff could be expected to make a referral to local authority children's social care and/or the police **immediately** if they believe a child is suffering or likely to suffer from harm or is in immediate danger. **Anyone can make a referral.**

Staff could contact the MASH team to request further advice and direction, 020 8227 3811.

LLBD have an online referral system, allowing anyone to complete a MARF. Report a serious concern about a child (MARF) for professionals | London Borough of Barking and Dagenham (lbbd.gov.uk) www.lbbd.gov.uk/form/child-protection-referral-form

Phone 101. Staff members should ensure that the child is appropriately safeguarded and supervised at all times.

Phone 999. Staff members should ensure that the child is appropriately safeguarded and supervised at all times.

If the child is at risk of harm from peers, they should be kept in a secure and supervised location.

If the child is at risk of harm from parents or family members, they should be kept in a secure and supervised location.

Section 2 – If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

Listen to and believe them. Allow them time to talk freely and do not ask leading questions

Stay calm and do not show that you are shocked or upset.

Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.

Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret. Then, follow the reporting safeguarding concerns protocols, which you can find in ***Figure 1 "Flowchart for Raising Safeguarding Concerns".***

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

Section 3 – If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children, Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

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

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

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to, they should also discuss the case with the DSL and involve local authority 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 should speak to the DSL. ***See Figure 1 "Flowchart for Raising Safeguarding Concerns"***

Section 4 – If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Follow the reporting safeguarding concerns protocols, which you can find in ***Figure 1 "Flowchart for Raising Safeguarding Concerns".***

Early help assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

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.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7, section 1), you must tell the DSL as soon as possible.

The local authority should make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

<u>When a referral has be completed to the MASH team:</u>

- The child's Case is referred to local authority (LA) Children's Social care.
- MASH manager/Social worker/ manager reviews the referral and acknowledges receipt of referral and decides on next course of action within 24 hours.
- Feedback to referrer on next course of action.

It is the responsibility as the referrer to ensure that your referral has been received and recorded by LBBD MASH team. If you do not receive a confirmation of referral, contact MASH again.

Social workers then have a duty by law to investigate the situation or circumstances that have led to the referral. They will:

- Complete an assessment/child protection investigation and talk to the child/young person, family members and visit the family home
- Contact all agencies that are directly involved with the child and ask them for information about the child's welfare
- In some situations, involve the police who also have a duty to investigate circumstances where it is believed a child has been harmed.

Section 5 – If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. Follow the reporting safeguarding concerns protocols, which you can find in ***Figure 1 "Flowchart for Raising Safeguarding Concerns".***

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL as soon as practically possible after the referral.

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 the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which 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. 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 you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

See Appendix 5 for the Prevent Duty Policy

Section 6 – If you have a concern about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt

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

If you have a mental health concern, follow the reporting safeguarding concerns protocols, which you can find in ***Figure 1 "Flowchart for Raising Safeguarding Concerns".*** Remember to select Cause for Concern, then select Mental Health and Wellbeing.

If you have a mental health concern that is **not** also a safeguarding concern, speak to a DSL or report it on CPOMs as Cause for Concern, then select Mental Health and Wellbeing.

Section7 – If you have a concern about a child's living conditions

Awaab's Law was introduced following the tragic death of two-year-old Awaab Ishak in 2020, caused by prolonged exposure to mould in social housing. The law, effective from October 2025, places strict legal duties on social landlords to address hazards such as damp and mould within fixed timeframes, replacing the previous "reasonable time" standard. Emergency hazards must be acted upon within 24 hours, and significant damp or mould issues investigated within 10 days and remedied promptly. While primarily aimed at housing providers, schools should be aware of its implications for safeguarding: living conditions can directly impact a child's health, wellbeing, and safety. Staff should remain vigilant for signs of poor housing conditions and escalate concerns through safeguarding channels (in particular where school staff observe damp, mould or other serious housing hazards on a home visit) ensuring that families receive timely support and referrals to housing authorities where necessary. If you have a living conditions concern, follow the reporting safeguarding concerns protocols, which you can find in ***Figure 1 "Flowchart for Raising Safeguarding Concerns".*** Remember to select Cause for Concern. The DSL must consider whether the circumstances warrant: Early Help referral, and/or MASH referral (if the conditions indicate potential neglect or risk of harm). DSLs should also notify LBBD Housing via the agreed borough reporting pathway so that Housing can assess the issue – if the social housing is provided by LBBD. This can be done by emailing residentsafetyengagement@lbbd.gov.uk or telephoning 020 8227 2360.

This aligns school practice with LBBD's internal corporate approach and ensures concerns are not missed.

Figure 1 - Flowchart for Raising Safeguarding Concerns

Flowchart for Raising Safeguarding Concerns

Strategic Safeguarding Lead:
Paola Ferreira

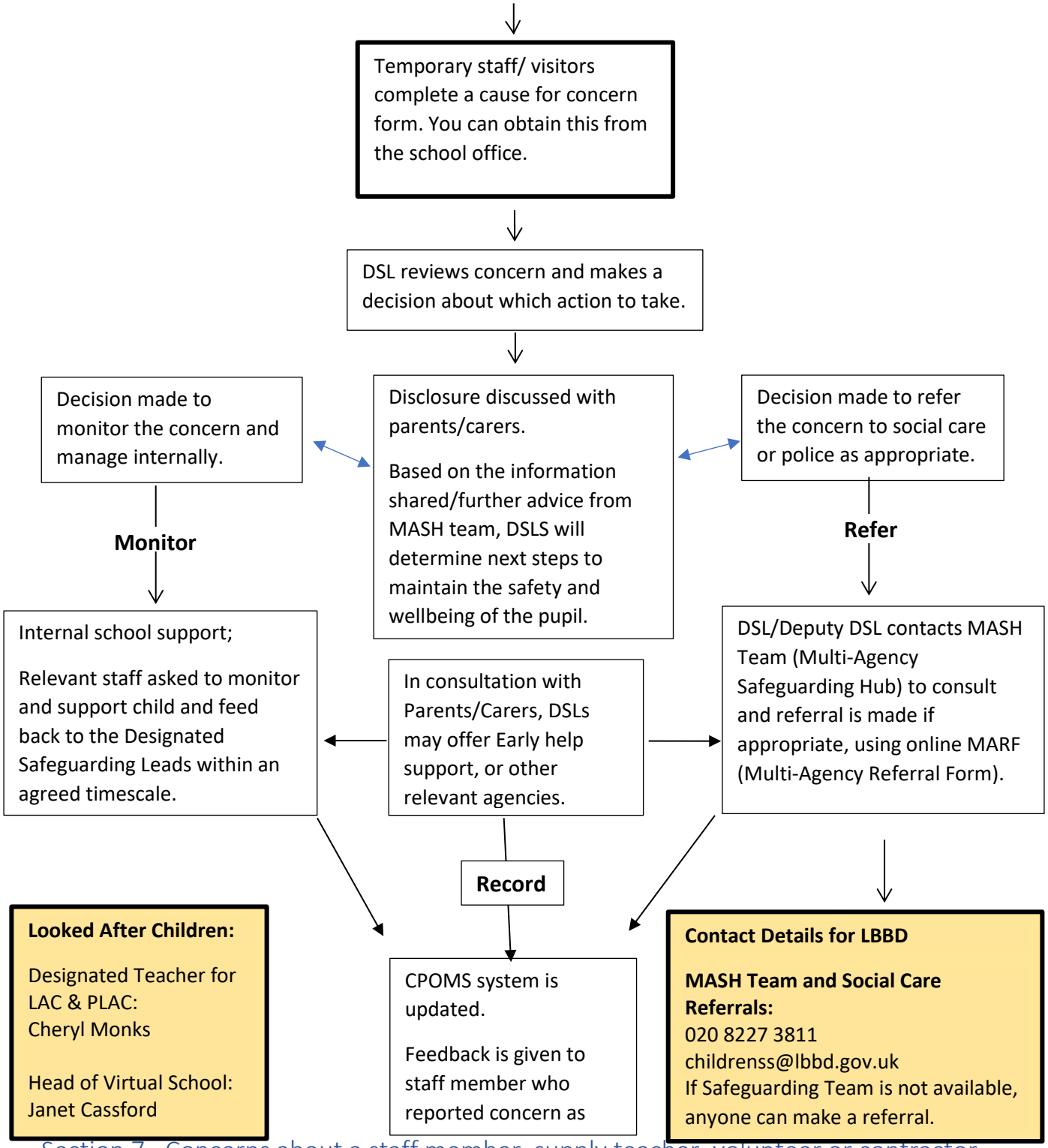
Designated Safeguarding Lead:

All staff:

Report to a DSL and record your concern, in writing on CPOMS.

Ensure the CPOMS notification is assigned to a DSL and other DSLs

Report any concerns about adults in school to one of the Co-Headteachers.



Section 7– Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in our **Disciplinary Policy.**

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

Section 8 – Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

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

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

See **appendix 4** for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil follow the reporting safeguarding concerns protocols, which you can find in ***Figure 1 "Flowchart for Raising Safeguarding Concerns".***

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.

If appropriate the DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)

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

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be 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
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to report abuse using our reporting systems easily and confidently (as described in **section 12 below**)
- Ensure staff reassure victims that they are being taken seriously
- Be alerted to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
  - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to

        - A friend may make a report
        - A member of staff may overhear a conversation
        - A child's behaviour might indicate that something is wrong

    - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
    - 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
    - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
    - That they should speak to the DSL if they have any concerns
    - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident does not (in itself) prevent our school from coming to its own conclusion about what happened and apply a consequence. The school will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – the school will liaise with the police and/or local authority children's social care to determine this.
- There are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is ongoing

Section 9 – Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save 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 may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. 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 image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) 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 or videos 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/carers should be involved)

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

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents
- 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 their SEN)
- What the DSL knows about the images or videos 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 images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (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 headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or

children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

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

The DSL will inform parents/carers 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 a police community support officer, local neighbourhood police, dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 15 of this policy also apply to recording these incidents.

Section 10 – Domestic Violence

The school has a legal duty to report information received of an assault. The school collaborates with the Met Police when supporting children who have witnessed domestic violence in the family environment. If the police are called to the family home of a child due to a domestic disturbance the police will share an Operation Encompass referral with the HTs using a secure platform or through C5.

If the school receive an Operation Encompass this will be recorded on the safeguarding platform by the DSL. This information will be shared with the pastoral teams, to ensure that the child is supported in school. The school will not investigate the matter, but will support the child, if the child makes further disclosures this will be recorded on the safeguard platform CPOMs and followed up in line with normal safeguard procedures.

Further information regarding Operation Encompass can be found at Schools : Operation Encompass.

The school work in collaboration and offer support to parent/ carers who have disclosed that they are victims of Domestic Abuse. The school acts as advocate for the domestic violence victim and may take the following action:

1- Make a police referral online – if the school is aware of any incidents of domestic violence committed against a parent/ carer the school will make a referral to the police as it has a duty to report any crime.
2- Complete a MARF for any child who is affected by domestic violence.
3- MARAC (Multi Agency Risk Assessment Conference) referral form for a victim of domestic violence. Here the school would use professional judgement and take into account a visible high risk, potential escalation and previous referrals.
4- Support the victim in accessing www.refuge.org.uk (Independent gender violence advocate) T: 0300 456 0174, Freephone: 0808 2000247

Section 11 - Supporting Pupils Mental Health and Wellbeing

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, attendance, behaviour, and education.

The school recognises that abuse and harm can be triggers for pupils experiencing mental health concerns. These could be current issues or historic. Pupil and staff wellbeing is an ongoing school priority. If a child is experiencing mental health concerns these are recorded using the Safeguard Portal CPOMs. Support can then be offered to pupils and to families if appropriate.

To support a child experiencing a mental health crisis the school provides support from our inclusion champions, pastoral team and Thrive practitioners. Where a child needs mental health support linked to attendance, the school uses the EBSA toolkit. Bereavement support is also available from Winston's Wish.

Section 12 – Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

A pupil can report a concern to any trusted adult in the school.

They can do this in person, or they can do this using the worry boxes which are located in each classroom.

The school makes pupils aware of the reporting systems and processes, through discussions in PSHE / Circle times, Assemblies, Posters around the school.

Section 9 – Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial frauds.

To meet our aims and address the risks above, we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring.

All staff members will receive refresher training as required and at least once each academic year

Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings.

We will also share clear procedures with them, so they know how to raise concerns about online safety

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

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

Make staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.

Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk from the school's IT systems.

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our **online safety policy** and **mobile phone policy** which can be found on our website.

Section 1 – Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Gascoigne recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Gascoigne Primary School will treat any use of AI to access harmful content or bully pupils in line with this policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements

for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

Any safeguarding concerns related to AI should be reported following the school's procedure. See Section 7 – Recognising abuse and taking action, section 4.

Section 10 – Notifying parents or carers

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

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

If we believe that notifying the parents or carers 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 or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what is being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what is being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

Section 11 – Pupils with special educational needs, disabilities or health issues

Section 1 – Pupils with SEND or certain health conditions

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils

- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or being unable to understand the consequences of doing so

Section 2 – Intervention Spaces

Gascoigne has five Intervention Spaces. Two are at the Shaftesbury site and three at the Gascoigne Road site.

The Intervention spaces are led by Mr A. Sreetharan.
The school recognises that pupils with severe SEND needs may face additional safeguarding challenges and may not be able to communicate and express themselves openly. Due to children's additional needs, they may be more vulnerable to safeguarding concerns. All Intervention Spaces staff have received Safeguard Training and recognise the importance of recording and responding to additional concerns. Intervention Spaces staff are aware that indicators of abuse or harm may not be obvious, and changes in mood, attitude and focus can be potential indicators.

Section 3 – Safeguarding Pupils with SEND or certain health conditions

Safeguarding children and young people with SEND or certain health conditions requires understanding, foresight and reflection. Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focused action plans that sufficiently respond to their needs. Keeping open dialogue between staff and raising the importance of safeguarding across the school is essential.

We offer extra pastoral support for pupils with SEND or certain health conditions. This includes:

- Regular meetings between the DSL and Intervention Spaces Lead, ensuring that any concerns are discussed and raised in a timely and appropriate manner.
- Half termly meetings with the DSL, Pastoral Teams and relevant SEND staff, discussing any live issues that could be a sign or response of a safeguarding concern.
- Communication with families of pupils with SEND or certain health conditions outlining the safeguarding support available.
- Raising awareness to staff that pupils with SEND or certain health conditions are more vulnerable to safeguarding concerns.
- Training of pastoral teams to identify pupils with SEND or certain health conditions.
- Pastoral leaders have regular briefings with their teams to ensure that children with SEND or certain health conditions, are identified, and staff are vigilant and aware of the increased vulnerability of these pupils with regards to safeguarding issues.
- Tracking children with SEND or certain health conditions with poor attendance, and understanding the potential link between non-attendance, SEND and increased vulnerability.

Any abuse involving pupils with SEND will require close liaison with the DSL and the SENCO.

Section 12 – Pupils with a social worker

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

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

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

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

The school maintains a tracking and monitoring document that is used to monitor and assess the provision and needs of pupils who are identified as CP, CiN, Early Help and having social worker involvement. Details of this will be shared with **necessary** staff within the school.

Section 13 – Looked-after and previously looked-after children

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

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

We have appointed a designated teacher, Cheryl Monks (Assistant Headteacher), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Section 14 – Complaints and concerns about school safeguarding policies

Section 1 – Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with London Borough of Barking and Dagenham LADO procedures the school's **Disciplinary Policy** on our website.

Section 2 – Other complaints

If a family member / carer has a concern regarding the way the school safeguards pupils, including poor or unsafe practice, or potential failures they should refer to the school's **Complaints Policy.**

Section 3 – Whistleblowing

If any member of staff has a concern regarding the way the school safeguards pupils, including poor or unsafe practice, or potential failures they should refer to the school website where they can find the **Whistleblowing Policy.**

Section 15 – 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 in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Any non-confidential records will be readily 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 as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

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.

Section 1 – Record Keeping Arrangements

All safeguarding records are kept and maintained electronically using CPOMs - an online recording system.

Selected staff are given access privileges to the central log, including DSLs and the HTs, who have completed DSL training.

Details of disclosures can be shared with other members of staff; however, this is dependent on the nature of the disclosure. Any specific information can be shared with other agencies, and the log can be updated in line with actions taken and feedback from outside agencies.

DSLs must not share confidential safeguarding concerns with other members of staff, unless agreed with the child or the 3 safeguarding partners. Appropriate information may be shared with staff, if doing so will continue to help safeguard a child.

In addition:

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

Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

Section 16 – Training

Section 1 – All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring

Have regard to the Teachers' Standards to support the expectation that all teachers:

- Manage behaviour effectively to ensure a good and safe environment

- Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas. The school has a specific Preventing Extremism and Anti-Radicalisation policy which sets out specific guidance about how to manage this specific safeguarding issue. **See Appendix 5 Prevent Duty policy.**

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

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

Volunteers will receive appropriate training, if applicable.

Section 2 – The DSLs

The 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, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

Section 3 – Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Section 4 – Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

Section 5 – Staff who have contact with pupils and families

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

Section 17 – Monitoring arrangements

This policy will be reviewed **annually** by Paola Ferreira Designated Strategic Safeguarding Lead. At every review, it will be approved by the full governing board.

Section 18 – Core Operations

Section 1 – Core Operational Hours

The school operational hours are between 8:45am and 3:45pm Gascoigne Road site and 8:25 – 3:35 pm on the Shaftesburys site. During these times children will be permitted on school sites.

Gascoigne Road Site

Between 8:45am and 9:00am pupils and parent / carers access the school site via the two Gascoigne Road entrances and one entrance on St Anne's Road. Between 9:00am and 3:30pm, access and exit to the school site must be through the Reception Entrance on Gascoigne Road. Between 3:30pm and 3:45pm pupils and parent/carers should exit the school site via the two Gascoigne Road entrances and one entrance on St Anne's Road. After 3:45pm pupils and staff should exit the school site via the Reception Entrance on Gascoigne Road.

Staff may also gain access and exit to the school site via the Reception Entrance on Gascoigne Road.

Gascoigne Road Site

Between 8:45am and 9:00am pupils and parent / carers access the school site via the two Gascoigne Road entrances and one entrance on St Anne's Road. Between 9:00am and 3:30pm, access and exit to the school site must be through the Reception Entrance on Gascoigne Road. Between 3:30pm and 3:45pm pupils and parent/carers should exit the school site via the two Gascoigne Road entrances and one entrance on St Anne's Road. After 3:45pm pupils and staff should exit the school site via the Reception Entrance on Gascoigne Road.

The school opening hours for staff are between 6:00am and 6:30pm. All staff must sign in via Main Reception and sign out when they leave the site. Staff are expected to sign in and out when they are transferring between sites.

Shaftesburys Site

Between 8:35am and 8:50am pupils access the school site via the Reception Entrance gate at the Shaftesburys site. Between 8:50am and 3:20pm, access and exit to the school site must be through the Reception Entrance Office. Between 3:20pm and 3:35pm pupils and parents/carers should exit the school site via Reception Entrance gate. After 3:35 pupils and staff should exit the school site via the Reception Entrance office and gate.

The school opening hours for staff are between 6:00am and 5:30pm. All staff must sign in via the Reception Entrance Office and sign out when they leave the site. Staff are expected to sign in and out when they are transferring between sites.

Section 2 – Supervision Outside of operational hours

Any children on site outside these hours must be supervised by a member of staff; this extends to extra-curricular clubs, after school catch-up or boosters. Pupils must not be left unsupervised outside of operational hours.

For activities outside of core operational hours, where pupils are not already on site, they will be met at main reception areas for each site and escorted to the designated space for their activity.

At the end of each activity, the supervising staff member must escort pupils off site from the Reception Office.

For any extra-curricular activities, accurate registers must be maintained by the supervising staff members.

Section 3 –Supervision of the school sites during break and lunchtimes and after school

During breaktime there is a supervision timetable that indicates the staff that are supervising children around in the playground and toilet access. This timetable is updated to reflect the changing needs of the pupil population. All teaching staff are expected to be on the supervision timetable, and staff will be held to account for the supervision of their designated area.

During lunchtime, midday assistants led by chargehands supervise the children around the school including the dining hall. They have specific responsibilities (supervising individual / groups of children) delegated by chargehands and sometimes SLT.

If staff are unable to undertake their allocated supervision duty, it is expected that they will make alternative arrangements with another member of staff for this to be covered. Where suitable alternative arrangements have not been found, staff should notify the member of staff responsible for maintaining the supervision timetable. Key areas of the school are identified, and staff are placed to ensure that they have visibility of the areas that pupils and staff occupy.

Radios will be made available to chargehands from reception offices. All senior members of staff are expected to always carry a radio on them. Hi Vis jackets are available for all staff undertaking supervision duties.

Section 4 – Supervision of the pupil entrance and exit to school

All entrances and exits are supervised by members of staff in the morning and in the afternoon at both Gascoigne site and the Shaftesbury site. Outside of these times, unsupervised entrances will be closed, and pupils will access the school via the supervised receptions.

In the event of a serious incident outside or inside school, the school gates may remain closed to ensure the wellbeing of pupils and staff. For further information regarding this, please see the **Lockdown Policy.**

Section 5 – Visitor verification

When visitors come to the school, the office manager completes the relevant photo Id. / DBS checks upon arrival. Any visitor on site must sign in via the main reception and wear an appropriate lanyard / Identification at all times.

Section 6 – The single central record

The Schools Single Central Record is maintained by the Office Manager with responsibility for HR, the Assistant Office manager and the Strategic safeguarding lead.

DBS, section 128 checks, and Letters of Assurance contribute to the school's SCR.

The SCR will be checked / Audited and signed off every half term by the Head Teacher, School Business Manager and by a link Governor at least biannually.

It is password protected and meets statutory guidance. It will be maintained and updated in line with guidelines and procedures and other associated policies in school, such as the school's safer recruitment policy.

Section 7 – Enrichment opportunities

The school offers a wide range of enrichment opportunities, before, during and after school. Pupils must be supervised by a member of time outside of Core Operational hours.

Enrichment clubs may take place inside classrooms or use the school's other facilities.

Afterschool clubs run between 3:45 and 4:15pm / 4:30pm depending on the club. Supervising staff must take accurate registers for enrichment clubs.

Parental consent is required for a pupil to be involved in an after-school club.

If there are any medical or safeguarding issues during an enrichment club, members of staff should follow the recording and reporting procedures laid out in this policy.

Pupils should be escorted off site and at the end of each enrichment club.

Other related policies

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

Behaviour

Staff Code of Conduct

Complaints

Health and safety

Attendance

Equality

Relationships, health and sex education

First aid

Curriculum

Designated teacher for looked-after and previously looked-after children attached

Privacy notices

Whistleblowing,

Anti-bullying

IT acceptable use policy

Prevent Duty Policy

Disciplinary Policy

Mobile Phone Policy

Online Safety (including filtering and monitoring)

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

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

Protect a child from physical and emotional harm or danger

Ensure adequate supervision (including the use of inadequate caregivers)

Ensure access to appropriate medical care or treatment

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

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

Section 1 - Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application Forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we may ask for includes:
    - If they have a criminal history
    - Whether they are included on the barred list
    - Whether they are prohibited from teaching

    - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
    - Any relevant overseas information
    - If they are known to the policy and children's local authority social care and
    - If they have been disqualified from providing childcare
- Sign a declaration confirming the information they have provided is true

We will also carry out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made
-

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
    - For all staff, including teaching positions: criminal records checks for overseas applicants
    - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason that person may be unsuitable to teach

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

Regulated Activity

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing Staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third party staff

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

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

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

We will obtain the DBS check for self-employed contractors. We will not keep copies of such checks for longer than 6 months. Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances. We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/pupil teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Work Experience and Student Placements

All individuals over 16 undertaking work experience or student placements within the school must undergo appropriate safeguarding checks before commencing their placement. This includes an enhanced Disclosure and Barring Service (DBS) check if they will have unsupervised access to children. Where the placement is short-term and the individual is always supervised by a member of staff with an enhanced DBS check, a risk assessment will be completed instead. The school will verify the identity of all placement students and ensure they receive safeguarding induction, including the school's child protection procedures and code of conduct. Supervising staff are responsible for monitoring compliance and reporting any concerns immediately to the Designated Safeguarding Lead (DSL).

Adults who supervise pupils on work experience and Student placements

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

In the event of an allegation against a member of staff, a referral must be made directly to the Head Teachers, who will make a decision of how to move forward.

It is normal for a teacher to be removed from their teaching commitments, either formally or informally, whilst the allegation is investigated.

Staff may be asked to complete a written statement and may be asked to meet with the Head Teacher or DSL.

The Head Teachers will decide if the allegation meets the threshold for a referral to the Learning Authority Designated Officer, LADO.

If the allegation is against the Head Teacher staff should refer the case to the Chair of Governors, who will lead any investigations.

In the event of an allegation made against a member of staff the school will follow the school's **Disciplinary policy**

Appendix 4: specific safeguarding issues

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

Contacted by an online account that they do not know but appears to be another child or young person

Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images

Moved from a public to a private/E2EE platform

Coerced/pressured into doing sexual things, including creating nudes and semi-nudes

Offered something of value such as money or gaming credits

Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Children who are absent from education

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

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

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

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

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

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

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

Indicators of CCE can include a child:

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

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

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or 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 perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. 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.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also 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. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

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.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that does not mean that this kind of abuse is not happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who do not want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that is not physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass– if your local force is not, check your local procedures and adapt if necessary.

The DSL will provide support according to the child's needs and update records about their circumstances.

Elective Home Education

Parents may, by law, choose to home educate, either through privately provided services, or (more usually) by themselves. The local authority may undertake informal enquiries to satisfy itself that suitable and efficient education is being provided. If it is, then the child is not considered to be missing from education.

The school works in line with the LA's policy on Elective Home Education

www.lbbd.gov.uk/residents/schools-and-learning/home-education/homeeducation-and-the-local-authority/

If the school has concerns regarding the wellbeing, or that a child is at risk through a request to home educate, the school will liaise with the LA and the MASH team.

Fabricated or Induced Illness (FII)

Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer exaggerates or deliberately causes symptoms of illness in the child.

The parent or carer tries to convince doctors that the child is ill, or that their condition is worse than it really is.

The parent or carer does not necessarily intend to deceive doctors, but their behaviour is likely to harm the child. For example, the child may have unnecessary treatment or tests, be made to believe they are ill, or have their education disrupted.

FII used to be known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

Signs of fabricated or induced illness

Fabricated or induced illness (FII) covers a wide range of symptoms and behaviours involving parents or carers seeking healthcare for a child. This ranges from exaggerating or inventing symptoms, to deliberately making the child ill.

Behaviours in FII can include a parent or carer who:

- persuades healthcare professionals that their child is ill when they are healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the child is ill, for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness, for example, by poisoning their child with unnecessary medicine or other substances

Cases where the parent or carer wrongly reports symptoms are much more common than cases where they induce illness in the child.

If you suspect someone you know may be fabricating or inducing illness in their child, do not confront them directly. It is unlikely to make the person admit wrongdoing, and it may give them the opportunity to dispose of any evidence of abuse. Follow the school procedures for reporting safeguarding concerns.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

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

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

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

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/carers 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 take into account 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.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 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.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 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 fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to**:**

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They will 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 from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners 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 radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and the NSPCC say that signs that a pupil is being radicalised can include:

- 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 social media
- 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. This can encompass all ages. For younger children it is important to listen and observe their actions / play. While for teenagers, 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** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in the school' Preventing extremism and radicalisation policy and other school policies and procedures, including curriculum, behaviour and online.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual, or transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the local authority or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times.

We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

1. Children not collected are taken to a designated safe area (e.g. school office or late collection room).
2. A member of staff remains with the child at all times.
3. Office staff attempt to phone the child's parent/carer immediately.

<u>After 15mins:</u>

4. If the parent/carer cannot be reached within 15 mins staff attempt to contact other authorised adults listed on the child's records.

<u>After 30 minutes:</u>

5. DSL (Designated Safeguarding Lead) or senior staff member is informed.

6. Continued attempts are made to reach parents/carers and emergency contacts.
7. If no contact is made and the child has not been collected, DSL considers whether the situation meets the threshold for contacting Children's Social Care and/or the Police.
8. Decision is based on the child's age, vulnerabilities, and any known safeguarding concerns. The DSL would make this decision.
9. All actions, times, and phone call attempts are logged.

Persistent late collection is recorded and followed up with parents/carers through:

10. Informal discussion in the first instance.
11. Formal meeting if the issue continues.
12. Referral to Early Help or Social Care if late collection raises safeguarding concerns.

<u>After School Clubs / extra-curricular activities</u>:

For after-School Clubs/Extra-Curricular Activities, the same procedures apply.

Club leaders must hand over uncollected children to the office/DSL after 10–15 minutes.

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:

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

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

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

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual or child criminal exploitation, and to help prevent the risks of going missing in future.

This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Further details regarding the processes followed regarding CME can be found within our **Attendance Policy.**

Prevent Duty Policy

Inspire to achieve; persevere to succeed.

The policy covers many of the articles from the UN Convention on the Rights of the Child. Some key articles, are highlighted below:

Article	
2	The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
3	The best interests of the child must be a top priority in all decisions and actions that affect children.
12	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
19	Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
23	A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Approved by:		**Date:**	
Signature (Chair of Governors)		**Signatures (Co-Headteachers):**	
Last review date:		**Next review date:**	

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ROLE/ ORGANISATION	NAME	CONTACT DETAILS
Designated strategic safeguarding lead (DSSL)	Paola Ferreira	pferreira@gascoine.co.uk
Designated safeguarding lead (DSLs)	André Büchner James Fox Paul Vickery (Online Safety incl. Filtering and Monitoring Lead) Selina Alexander (PREVENT Lead) Cheryl Monks (LAC & PLAC Lead)	abuchner@gascoine.co.uk jfox@gascoine.co.uk pvickery@gascoine.co.uk salexander@gascoine.co.uk cmonks@gascoine.co.uk
Local Authority Designated Officer (LADO)	Mike Cullern	**mike.cullern@lbbd.gov.uk**
LBBD Prevent Coordinator	Naheem Bashir	Naheem.bashir@lbbd.gov.uk Mobile: 07394 001933
Chair of Governors	Abida Kamali	Akamali@gascoigne.co.uk
Safeguarding, CP , Prevent LAC Governor	Marie Ziane	mziane@gascoigne.co.uk
Channel helpline		020 7340 7264
Multi Agency Safeguarding Hub (MASH)		020 8227 3811

Section 1 – Statement of Intent

The Prevent duty requires **all** schools to "have due regard to the need to prevent people being drawn into terrorism", under the Counter-Terrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological.

Gascoigne Primary School recognises that pupils can be susceptible to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. This policy relates to the potential radicalisation of pupils at our school. For guidance on specific terrorist incidents, please see our Invacuation, Lockdown and Evacuation Policy and procedures.

Section 2 – Legislation and statutory guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Education Act 1996
- Childcare Act 2006
- Data Protection Act 2018
- UK GDPR
- The Prevent Duty (Section 26 of the Counter-Terrorism and Security Act 2015)
- HM Government (2021) 'Revised Prevent duty guidance: for England and Wales'
- DfE (2025) 'Keeping Children safe in education 2025'
- DfE (2018) 'Working Together to Safeguard Children'
- Home Office (2021) 'Channel Duty guidance: protecting people susceptible to being drawn into terrorism'
- DfE Prevent Duty Guidance (updated December 2023)
- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-children-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting

This policy operates in conjunction with the following school policies:

- Invacuation, Lockdown and Evacuation Policy
- Safeguarding and Child Protection Policy
- Data Protection Policy
- Risk of Radicalisation – Incident Register
- Online Safety Policy

- Equality Information and Objectives Statement

Section 3 – Definitions

For the purpose of this policy:

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

Radicalisation – is defined as the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups. .

Terrorism – is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property, and seriously interfering or disrupting an electronic system.

Section 4 – Roles and responsibilities

The governing board will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.
- Expected to play a more active role in overseeing the Prevent Duty.
- Ensuring policies and practice are up to date and that staff understand their responsibilities.

The headteachers will be responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Putting in place proportionate action plans.
- Reviewing regularly action plans based on the **local context** (e.g., community information, local authority advice).
- **Working with local partners** (such as the local authority and police) and using their support to understand and manage risks.
- Identifying extremist risks in the local area.
- Ensuring all staff receive **appropriate Prevent training** and understand how to identify and report concerns.
- Reviewing the **frequency and quality** of training to reflect local risks.

- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to pupils.
- Protecting pupils from online radicalisation by ensuring online safety policies are robust and staff know how to respond to online risk.

The DSL (Prevent) will be responsible for:

- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel.
- Following up any referrals made to the Channel programme.
- Providing advice and support to staff on protecting pupils from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.

All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with a DSL (Prevent).
- Notifying a DSL (Prevent) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

The governing board will:

- Evaluate and approve this policy at each review (annually), ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint an experienced link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- Ensure all staff undergo Prevent Duty Training and that such training is regularly updated and is in line with advice from the safeguarding partners.

Make sure:

- The DSLs have the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- The DSSL and HTs have the support to lead the developing, implementing, and overseeing of the school's entire safeguarding strategy.
- A nominated DSL (Ms Alexander) will have lead authority over the implementation of the Prevent Duty.
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).

Section 5 – Safeguarding from Extremism

The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has a dedicated DSL (Ms Alexander) who deals with any incidents of extremism and/or terrorism within our school community. As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners, and will involve them at the earliest opportunity if safeguarding issues arise.

The school will encourage any pupil, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- Pupils or adults becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or susceptible pupils into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by and SLT / DSL.

Section 6 – Channel and Prevent

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. The school will work with the LA, local law enforcement, and religious and community leaders, to identify learners susceptible to radicalisation and to

challenge extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Displaying a desire for status amongst their peers
- Displaying a desire for excitement and adventure
- Displaying a need to dominate and control others
- Displaying a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Appearing susceptible to opportunistic involvement
- Having family or friends involved in extremism
- Appearing susceptible to being influenced or controlled by a group
- Displaying relevant mental health issues

The school will cooperate with local panels involved in the Channel process. A representative of the school will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

Section 7 – Preventing radicalisation

The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect learners in the local area and knowing how to identify those at risk.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.

Where appropriate, pupils will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

The school recognises that pupils' parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

All internet activity that takes place on site will be recorded, as well as activity on any school owned computers, laptops and tablets off site, and appropriate filters will be installed to protect learners from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Safeguarding and Child Protection Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.

We will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.

The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

Section 8 – Making a judgement

Although extremist behaviour can be presented in many forms, the school recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence, e.g.

- through jewellery or clothing?
- Has the pupil previously been a victim of discrimination or a religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

The Prevent DSL will undergo regular Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation. In addition, the prevent DSL will undertake the Home office E-Learning training, sign up to the Educate Against Hate newsletter.

Staff will undergo regular (at least every two years) Prevent awareness training, delivered by the DSL or specialist accredited online providers, in order to ensure that they are up-to-date to recognise indicators of radicalisation. Staff, including the DSLs will also undergo regular training in response to any updates.

The Prevent DSL will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

Section 9 – Making a referral

In accordance with the school's Safeguarding and Child Protection Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme. In most cases, the DSL (Prevent) will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals to the Channel programme if they deem it necessary – the DSL (Prevent) will be notified in all cases and will support staff members who do so. Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required. The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

The DSL (Prevent) will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

If any concerns are raised, the DSL (Prevent) will contact the Channel programme to discuss further steps.

The DSL (Prevent) will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

Section 10 – Promoting Fundamental British Values

Through the national curriculum, the school will:

- **Build pupils' resilience** to radicalisation and promote fundamental British values.
- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.

- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

Section 11 – Community Links

Governing board meetings will include discussion about extremism and terrorism where appropriate.

The school will operate an open-door policy for community members to report concerns.

The school will, where appropriate, partake in community festivals, religious celebrations and other events. The school will select a range of charities to support across the year which represent our school community, including local community groups.

Section 12 – Resources for teachers and School Leaders

Teachers, DSLs School leaders can get more guidance, resources and practical advice from:

- Educate Against Hate
- ETF Learners from the Education and Learning Foundation
- ACT - Action Counters Terrorism
- Notice, check, share procedure

Section 13 – Monitoring and review

This policy is reviewed annually by the DSL with responsibility for Prevent and the headteachers. The next scheduled review date for this policy is 29h September 2026.

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