



NORTHOLT
HIGH SCHOOL
Committed to excellence

Safeguarding Policy

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Part One: Safeguarding Policy

1. Introduction

1.1. Safeguarding and promoting the welfare of children means:

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

1.2. Definitions

- **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- **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. Appendix 1 defines neglect in more detail.
- **Children** includes everyone under the age of 18.

1.3. The governors and staff at Northolt High School are committed to safeguarding and promoting the welfare of all its students. We believe that:

- all students have the right to be protected from harm;
- students need to be safe and to feel safe in school;
- students need support which matches their individual needs, including those who may have experienced abuse;
- all students have the right to speak freely and voice their values and beliefs;
- all students must be encouraged to respect each other's values and support each other;
- all students have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- all staff and visitors have an important role to play in safeguarding children and protecting them from abuse.
- staff and visitors must report any concern they have about a child to the DSL
- appropriate sharing of information is vital to good safeguarding

1.4. Northolt High School will fulfil its local and national responsibilities as laid out in the following Government regulation and guidance:

- [Keeping Children Safe in Education: Statutory Guidance for School and Colleges \(DfE September 2019\)](#)
- [Working together to Safeguard Children \(DfE July 2018\)](#)
- [The Governance Handbook 2019](#)

1.5. 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
- [School Staffing Regulations, 2009](#) which sets out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- [Staffing and Employment Advice for Schools, 2018](#) which sets out the pre-employment checks which must be carried out when employing staff.
- [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 \(April 2016\)](#) - 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
- [Revised statutory Guidance on the Prevent Duty, \(2015\)](#) which details schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Advice for Schools on [Sexual violence and sexual harassment between children in schools and colleges \(May 2018\)](#)
- Advice for schools on [Mental Health and Behaviour in Schools: Departmental Advice, \(November 2018\)](#)
- Government advice on [Information sharing: advice for practitioners providing safeguarding services \(July 2018\)](#)
- In addition, this policy has regard to local procedures set out in [Ealing Child Protection Procedures \(2014\)](#)
- National and local safer recruitment guidance including guidance on EGFL [Safer Recruitment and Employment Checks](#).
- National guidance on the use of reasonable force in schools set out in [Use of reasonable force: Advice for headteachers, staff and governing bodies](#)

1.6. The Safeguarding Policy also informs and is supported by the following school policies:

- [*Allegations of abuse made against teachers and other school staff*](#)
- [*Anti-bullying policy*](#)
- [*Attendance Policy*](#)
- [*Behaviour for Learning Policy*](#)
- [*Code of Conduct for school employees*](#)
- [*Complaints procedure*](#)
- [*Data Handling Policy Sept. 2018*](#)
- [*Educational Visits Policy*](#)
- [*Relationship and Sex Education Policy*](#)
- [*Searches, screening and confiscation procedures*](#)
- [*Sexual violence or harassment between children procedures*](#)
- [*Supporting Students with Medical Conditions and First Aid Policy*](#)
- [*Whistleblowing Policy*](#)

2. Aims

2.1. This policy will contribute to safeguarding our students and promoting their welfare because it ensures 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 properly trained in recognising and reporting safeguarding issues

2.2. This policy will contribute to supporting our students by:

- identifying and protecting the most vulnerable
- identifying individual needs where possible; and
- implementing plans to meet those needs.

2.3. This policy will contribute to the protection of our students by:

- planning for appropriate work within the curriculum;
- implementing Child Protection policies and procedures; and
- working in partnership with students, families and other agencies

3. Equality Statement

3.1. Some children have an increased risk of abuse, 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 or disabilities
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- 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 FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers

4. Key Processes

- 4.1. All staff will have read Part 1 of [*Keeping Children Safe in Education Information for all School and College Staff \(September 2019\)*](#) and will have received at least annual training in school, along with any additional training identified by PM/Appraisal processes and the SDP.
- 4.2. All staff will be made aware of how to raise concerns about safeguarding matters through CPD on induction and regularly thereafter.
- 4.3. Clear instructions on how to make a referral will be available throughout the school.
- 4.4. All staff will be clear that they must report any safeguarding concerns they have to the DSL and KSL as quickly as is practicable.

5. Expectations

- 5.1. All school stakeholders should be familiar with this safeguarding policy and with [*Keeping Children Safe in Education Information for all School and College Staff \(September 2019\)*](#). In addition they will:
 - Read Part 1 of [*Keeping Children Safe in Education Information for all School and College Staff \(September 2019\)*](#)
 - Be subject to Safer Recruitment processes
 - Be involved in the implementation of individual education programmes, support plans, Child in Need plans and interagency Child Protection plans where appropriate
 - Be alert to signs and indicators of possible abuse (See Appendix One for definitions and indicators).
 - Receive basic level one training at least once every two years.
 - Key staff will undertake level two and level three training as agreed by the Governing Body. The DSL will undertake formal training every two years and regular training in specific areas e.g FGM (Female Genital Mutilation), Self Harm, DA (Domestic Abuse).

- Record concerns and give the record to the DSL immediately. In the absence of the DSL, staff should contact one of the other members of SLT who is Level 3 DSL trained or the Headteacher. The Headteacher should be kept up to date personally with all such issues.
- Respond to a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Child Protection Officer immediately, and provide a written account immediately.
- Be aware of whistleblowing procedures including the NSPCC whistleblowing advice line – 0800 028 0285
- Be aware that, in most cases, the DSL (or deputies) is the most appropriate person to advise on the response to safeguarding concerns.
- Be aware that whilst it is expected that all referrals to Children's Social Care are done by the DSL, they can, if necessary make a referral directly to Ealing Children's Integrated Response Service (ECIRS) on 0208 825 8000.

6. The Designated Safeguarding Lead (DSL)

- 6.1. The DSL is on the Senior Leadership Team and has lead responsibility and accountability for Safeguarding and Child Protection. Along with the Headteacher, the DSL will be responsible for coordinating all Safeguarding and Child Protection matters.
- 6.2. The DSL will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced in records.
- 6.3. If the school has concerns about a child, the DSL will decide what steps should be taken and will advise the Headteacher.
- 6.4. The DSL will work in collaboration with Social Care to implement support for students and families in need.
- 6.5. The DSL will work with other agencies to support students as appropriate.
- 6.6. The DSL will coordinate safeguarding and Child Protection training for staff.
- 6.7. Child Protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- 6.8. Child Protection records will be stored securely in a known place separate from academic records. Individual files will be kept for each child. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- 6.9. Access to these records by staff other than by the DSL will be restricted.
- 6.10. Families will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with families will give due regard to which adults have parental responsibility.
- 6.11. Information will not be disclosed to a family if this would put the child at risk of significant harm.
- 6.12. If a student moves from the school, Child Protection records will be forwarded on to the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records (see Appendix 11). Direct contact between the two schools will be necessary,

especially on transfer from primary to secondary schools. The school will record where and to whom the records have been passed and the date.

- 6.13. If sending by post, student records will be sent by Recorded Delivery. A copy will be retained by the school.
- 6.14. If a student moves to an alternative provision, confidential records will be forwarded on to the relevant organisation.
- 6.15. If a child is educated at another High School, as part of a managed move agreement, a copy of the confidential file will be temporarily transferred to the receiving school.
- 6.16. When a DSL resigns their post or no longer has Child Protection responsibility, there should be a careful handover/exchange of information with the new post holder.
- 6.17. In exceptional circumstances when a face to face handover is unfeasible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

7. The Headteacher

- 7.1. The headteacher is responsible for the implementation of this policy, including:
- 7.2. Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- 7.3. Communicating this policy to parents when their child joins the school and via the school website
- 7.4. Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- 7.5. Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- 7.6. The Headteacher will act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

8. The Governing Body

- 8.1. The Governing Body are the accountable body for ensuring that the school complies with their safeguarding duties under legislation.
- 8.2. The Governing Body will ensure that:
- 8.3. The school has a safeguarding policy in accordance with the statutory guidance and procedures of Ealing Safeguarding Children Board;
- 8.4. All members of the Governing Body are DBS checked in line with national guidelines
- 8.5. The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- 8.6. A senior member of the school's leadership team acts as a DSL
- 8.7. The DSL attends appropriate training at least every two years, including refresher training;

- 8.8. Any allegations against staff or volunteers are referred to the Local Authority designated officer
- 8.9. The Headteacher and all other staff who work with children undertake training at yearly intervals;
- 8.10. Temporary staff and volunteers are inducted into the school's policies for Safeguarding and their responsibilities;
- 8.11. The school remedies any deficiencies or weaknesses brought to its attention without delay – an initial meeting to take place within 24 hours; and
- 8.12. The school has procedures for dealing with allegations of abuse against staff and volunteers and against students which comply with all relevant guidelines
- 8.13. The Governing Body will review this Policy annually.
- 8.14. The Nominated Governor for Safeguarding at the school is responsible for liaising with the Headteacher and DSL over all matters regarding Safeguarding and Child Protection issues. The role is strategic rather than operational. The nominated governor will not be involved in concerns about individual students.
- 8.15. A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against the Headteacher.

9. A Safer School Culture

Safer Recruitment and Selection

- 9.1. The school pays full regard to '[*Keeping Children Safe in Education Information for all School and College Staff \(September 2019\)*](#) Safer recruitment practice includes scrutinising all applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks through the Disclosure and Barring Service (DBS). This information is kept up to date in the Single Central Record (SCR), held by the Headteacher's PA. The Headteacher will nominate a member of the SLT to be responsible for the SCR.
- 9.2. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.
- 9.3. Every staff recruitment panel should include at least one member of staff who has completed the Safer Recruitment Training
- 9.4. The school will ensure all necessary checks are conducted with regard to staff and visitors to the school (see Appendix 13)

Staff support

- 9.5. We recognise the stressful and potentially traumatic nature of Safeguarding and Child Protection work. Staff with a caseload of vulnerable children or those involved with Social Care will regularly meet with the DSL and have the opportunity to seek further support as required. Identified staff will also be given regular supervision.

10. Our Role in the Prevention of Abuse

10.1. We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being through the formal and informal curriculum.

The curriculum

10.2. Relevant issues will be addressed through the PSHCEE curriculum and assemblies, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety, anti-bullying and extremism.

10.3. Relevant issues will also be addressed through other areas of the curriculum, as appropriate.

10.4. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), and through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make Relationships and Sex Education and Health Education mandatory from September 2020.

Other areas of work

10.5. All our policies which address issues related to potential harm, for example those on bullying, equal opportunities and positive handling, will be integrated to ensure a whole school approach.

10.6. Our safeguarding policy cannot be separated from the general ethos of the school, which will ensure that students are treated and trust others with respect and dignity, feel safe and are listened to.

10.7. Students will be made aware of how to seek support through regular input in assemblies, notices around the school and in their planners.

10.8. The school website will involve details about who to contact with a safeguarding concern as well as links to further advice from outside agencies.

11. Safeguarding students who are vulnerable to extremism

11.1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from any form of extremism. From July 1 2015, schools must have 'due regard to the need to prevent people from being drawn into terrorism'. Northolt High School recognises its responsibility in ensuring that students, staff and families are aware of the dangers of extremism and takes steps to ensure that students are protected.

11.2. Northolt High School does this through ensuring that teaching and support staff are familiar with the work of the Prevent Strategy and understand that this is part of the broader work undertaken at all times with regards Safeguarding.

11.3. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four. Northolt High School has also participated in whole staff training as part of the Prevent Strategy.

Risk reduction

11.4. The school Governors, the Headteacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. This

includes ensuring that all aspects of Safeguarding are reflected in the RE curriculum, SEND policy, assembly programme, the use of school premises by external agencies, integration of students by gender and SEN, behaviour for learning policy and other areas specific to the school's profile, community and philosophy.

Response

11.5. When any member of staff has concerns that anyone in the school may be at risk of radicalisation or involvement in any forms of extremism, they should speak with the DSL.

12. Safeguarding students who are vulnerable to exploitation, forced marriage, female genital mutilation or trafficking

12.1. Northolt High School recognises its duty to keep children safe from gender based violence. Since October 2015, schools have been subject to a mandatory duty.

12.2. Our Safeguarding Policy, through the school's values, ethos and behaviour policies, provides the basic platform to ensure students are given the support to respect themselves and others, keep themselves safe and protect each other.

12.3. Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. See Appendix 12 for risk factors relating to FGM.

12.4. Our staff are supported to recognise warning signs in relation to specific issues in an age appropriate way in the curriculum.

12.5. Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

12.6. Our DSL knows where to seek and get advice as necessary.

12.7. A **mandatory reporting duty** for **FGM** requires regulated health and social care professionals and teachers in England and Wales to **report** known cases of **FGM** in under 18-year-olds to the police. The **FGM duty** came into force on 31 October 2015. Staff must be clear that the responsibility lies with them as individuals to report known cases of FGM. The DSL will ordinarily assist them in carrying out this duty.

13. What to do when we are concerned

13.1. Where risk factors are present but there is no evidence of a particular risk then the school DSL advises on preventative work that can be undertaken within school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

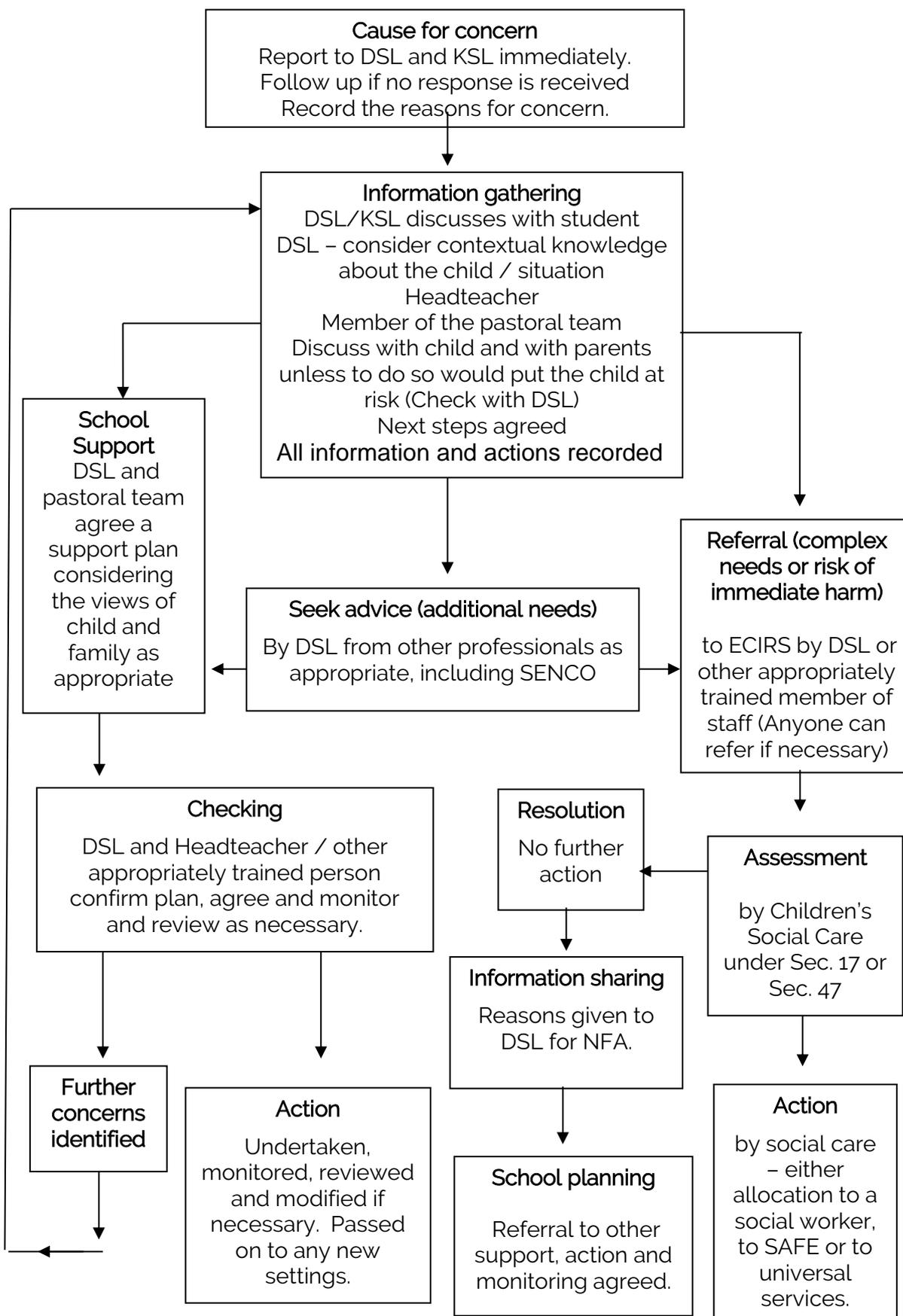
13.2. In this situation, depending on how concerned the school is and what is agreed with the parent and the young person (as far as possible) and the school will review the situation after taking appropriate action to address the concerns.

13.3. The DSL will also offer and seek advice about undertaking an early help assessment such as the Early Help Assessment and Plan (EHAP) and/or making a referral to Children's Social Care.

13.4. If the concerns about the student are significant and meet the additional needs/complex need criteria, they will be referred to Children's Social Care. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

Part Two – The Key Procedures

14. Responding to concerns about a child



15. Involving families/carers

- 15.1. In general, we will discuss any Child Protection concerns with families / carers before approaching other agencies. Appropriate staff will approach families / carers after consultation with the DSL. However, there may be occasions when the school will contact another agency **before** informing families/carers because it considers that contacting them may increase the risk of significant harm to the child.

16. Multi-agency work

- 16.1. We work in partnership with other agencies in the best interests of the students. This includes the new local Safeguarding Partnership Arrangements, which will replace Local Safeguarding Children Boards from 29th September 2019. The school will, where necessary, liaise with the school nurse, and make referrals to children's social care. Referrals should usually be made by the DSL. Where the child already has a Social Worker, the request for service should go immediately to the Social Worker involved, or in their absence to their Team Leader.
- 16.2. The school will work with the Ealing Safeguarding Children Board as appropriate and with our key safeguarding partners the Local authority (LA), the Clinical commissioning group within the LA and the Chief office of police within the LA
- 16.3. All staff will be aware of how to make a referral themselves should this be necessary.
- 16.4. All staff will be aware of procedures contained in the school's *Whistleblowing Policy*.
- 16.5. We will co-operate with any Child Protection enquiries conducted by Children's Social Care: the school will ensure representation at appropriate inter-agency meetings such as Child Protection conferences, and core group meetings.
- 16.6. We will provide reports as required for these meetings. If the school is unable to attend, a written report will be provided.
- 16.7. Where a student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment strategy meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- 16.8. We remain aware that Looked After Children are especially vulnerable and are committed to effective multi-agency work to support them

17. Our role in supporting children

- 17.1. We will offer appropriate support to individual children who have experienced abuse or who have abused others.
- 17.2. An individual plan of support through the key worker / member of the pastoral team will be in place for these children. This plan will be created jointly with all the support agencies involved. This is reviewed with the DSL each fortnight.

- 17.3. Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 17.4. We will ensure the school works in partnership with families / carers and other agencies as appropriate.

18. Responding to an allegation about a member of staff

- 18.1. This procedure should be used in any case in which it is alleged that a member of staff, Governor, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved in a way that indicates s/he is unsuitable to work with children
- 18.2. Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for a staff member in the school to abuse children.
- 18.3. All staff working within the school must report any potential safeguarding concerns about an individual's behaviour towards students immediately. Allegations or concerns about colleagues and visitors including governors must be reported directly to the Headteacher unless the concern relates to Headteacher. If the concern relates to the Headteacher, it must be reported immediately to the Assistant Director of Safeguarding in Children's Social Care, who will liaise with the Chair of Governors and they will decide on any action required. Please see Appendix 5 for further details.
- 18.4. See also Ealing Safeguarding Children Board Procedures on [Allegations of abuse against teachers and other staff \(2019\)](#)

19. Children with additional needs

- 19.1. Northolt High School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse. For example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing families, etc are at greater risk of neglect and abuse.
- 19.2. When the school is considering excluding, either fixed term or permanently, a vulnerable student and / or a student who is the subject of a Child Protection plan or where there is an existing Child Protection file, we will hold a risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

20. Children in specific circumstances

- 20.1. Guidance on children in specific circumstances is available on the [EGFL website](#).
- 20.2. Further guidance on specific issues can be found in [Keeping Children Safe in Education: Statutory Guidance for School and Colleges \(DfE September 2019\)](#)

Appendices

Definitions and indicators of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one 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 insofar 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 cyberbullying), 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 care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Responses from families

Research and experience indicates that the following responses from families may suggest a cause for concern across all four categories:

- delay in seeking treatment that is obviously needed;
- unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- reluctance to give information or failure to mention other known relevant injuries;
- frequent presentation of minor injuries;
- a persistently negative attitude towards the child;
- unrealistic expectations or constant complaints about the child;
- alcohol misuse or other drug/substance misuse;
- families request removal of the child from home; or
- violence between adults in the household.

Children with disabilities

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- not getting enough help with feeding leading to malnourishment;
- poor toileting arrangements;
- lack of stimulation;
- unjustified and/or excessive use of restraint;
- rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- unwillingness to try to learn a child's means of communication;
- ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- misappropriation of a child's finances; or
- inappropriate invasive procedures.

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child. Tell them you are pleased that s/he is speaking to you
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not the duty of staff role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and make the time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the DSL, or in their absence the Headteacher or Deputy Headteacher

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a student who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Headteacher. Further advice and guidance can be found in: ["What to do if you're worried a child is being abused" \(March 2015\)](#)

Allegations about a member of staff, governor or volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, rough physical handling or deliberately barring the exit route of a student.
 - **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation herself or interview students.

3. The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns, the Headteacher will notify the Designated Officer (Tel: 020 8825 8155 / 0786 0779302). The DO will advise about action to be taken and may initiate internal referrals within children's Social Care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible Child Protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.
 - If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the Child Protection file.

4. Where an allegation has been made against the Headteacher, then the Chairperson of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Ealing Safeguarding Children Board.

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of any member of the armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - seek to provoke others to terrorist acts;
 - encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - foster hatred which might lead to inter-community violence in the UK.
 - knowingly using means of communication to foster terrorist activity.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of extremism.

Further detail can be found in :

[The Prevent duty: Departmental advice for schools and childcare providers \(June 2015\)](#)

School policies and procedures can be found in the Google drive folder [Safeguarding](#)

Preventing Violent Extremism –

Roles and responsibilities of the single point of contact (SPOC)

The SPOC is responsible for:

- ensuring that staff are aware that the DSL is the first point of contact in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying, with the DSL, a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

The DSL is responsible for:

- Raising awareness about the role and responsibilities of Northolt High School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum, tutor programme and assembly programme (SMSC) to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism.

Children Missing Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Northolt High School follows agreed procedures to all children who go missing from education. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

More details can be found in the [Attendance Policy](#)

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

Children who appear with unexplained gifts or new possessions;

- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Further details can be found in: [Working together to Safeguard Children \(DfE March 2018\)](#)

Peer on peer abuse

Children are also vulnerable to physical, sexual and emotional bullying from their peers. This should be taken as seriously as abuse perpetrated by an adult.

Where one child has caused significant harm to another child, professionals must be aware of their responsibilities to both children as the perpetrator may be acting out in response to abuse they have experienced. In responsibly assessing a child who abuses other children certain considerations need to be made including:

- The nature and extent of the abusive behaviour, particularly for sexual abuse, in this case expert professional judgement may be needed;
- The context of the abusive behaviours;
- The perpetrator's development and family history;
- The need for services specifically focusing on violent behaviour in children;
- The risk the perpetrator poses to other children in the household, extended family, peer group and wider network.

Northolt High school will safeguard the alleged victim, alleged perpetrator and the entire school community.

A member of senior staff with appropriate training will be responsible for overseeing the safeguarding of the alleged victim or victims. A separate member of senior staff with appropriate training will be responsible for overseeing the safeguarding of the alleged perpetrator or perpetrators.

School procedures can be found here: [Sexual violence or harassment between children procedures](#)

Government guidance can be found here: [Sexual violence and sexual harassment between children in schools and colleges](#)

Confidential file transfer procedure

The following procedures apply to confidential files kept as a record of involvement with Social Care services. They apply to all students from Yr 7 – Yr 13 who are transferring to another school or educational setting before normal completion.

All other transfer of student data will be done in accordance with GDPR and the [Data Handling Policy, 2018](#).

1. The Attendance Officer (Yrs 7 – 11) or Director of Sixth Form (Yrs 12 – 13) will confirm the school or setting to which the child has transferred and notify the Designated Safeguarding Lead.
2. If the child has a confidential file, the DSL or member of the pastoral team will contact the DSL at the receiving school to arrange a method of transfer, which will usually be by secure post, but may be by hand.
3. The DSL or member of the pastoral team will arrange with the Senior Administrator for a copy to be taken of the file. The copy will be stored in the confidential archive.
4. The DSL or member of the pastoral team will complete the Confidential File Transfer Letter. They will take a copy of this letter and store it in the archived copy of the confidential file.
5. The Senior Administrator will arrange for the file to be packaged and securely stored prior to posting. The package must be addressed to the named DSL at the receiving school.
6. The Senior Administrator will arrange for the file to be sent by secure recorded delivery. A signature must be required on delivery.

Contact from receiving schools:

Enquiries from the receiving school of a transferred student should be directed to the DSL. The DSL will make a decision about which information is to be shared based on the principles of information sharing, with reference to government guidance linked below and considering whether it is:

Necessary, proportionate, relevant, adequate, accurate, timely and secure.

School procedures can be found here: [Data Protection & Transfer](#)

Government guidance can be found here: [Information sharing :Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)



Identifying women and girls at risk of FGM – vulnerability indicators

Name: _____ Form: _____ D.O.B _____

Completed by: _____ Date: _____

Reason: _____

	Yes	No	Don't know	Notes
Indicators that a girls or woman may be at risk of FGM				
From community known to practise FGM				
Family not well integrated into UK society				
History of FGM in family				
Withdrawn from PSHCE by family				
Planned travel to practising area				
Mentioning of unusual / unexpected family visits				
Reference to FGM in conversation				
Mention of a 'special procedure' or being about to 'become a woman'				
Request of help from an adult				
Parents state they are taking child out of the country for a prolonged period				
Parents seek to withdraw their child from learning about FGM				
Indicators that FGM may have taken place				
Difficulty walking, sitting, standing, looking uncomfortable				
Mentions pain or discomfort				
Spending longer than usual in the toilet				
Frequent absence				
Frequent mention of bladder or menstrual problems				
Prolonged absence				
Behavioural changes, esp. Withdrawal or depression				
Reluctance to undress or undergo medical examination				
Confides in a professional				
May ask for help but be unspecific				

Safer Recruitment

Appointing staff

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.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- 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, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

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
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- 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

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

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

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If 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.

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 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.
- Trainee/student 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.

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
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Governors

All governors will have an enhanced DBS check without barred list information and a Section 128 check. They will have an enhanced DBS check with barred list information if working in regulated activity.

Associate members do not need to have an enhanced DBS check

Adults who supervise pupils on work experience

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.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Visitors to school site - safeguarding protocols

Procedures

1. Members of staff must let the office know if they are expecting a visitor.
2. All visitors from outside agencies or other professional organisations should carry ID with them and should be asked to bring it with them when they visit.
3. Visitor will sign in and be issued with a visitor's badge.
4. Visitors must wait in reception until collected by a member of staff. The member of staff will supervise the visitor at all times and return them to reception to sign out.
5. This guidance applies to ex-students, who should make a prior appointment with a member of staff. Without an appointment, the office may be able to contact the member of staff and ask them to collect their visitor from the reception area.
6. If the visitor is to be given access to the school unaccompanied, credentials for them to do so must be checked. This may be in the form of ID or a letter which verifies that they belong to an organisation which will have carried out checks. They must also produce photographic ID to confirm their identity. In the case of interviewees, these checks will have been carried out by the Headteacher's PA prior to the interview day.
7. Personal visitors to members of staff will wait in reception whilst member of staff is contacted.
8. Personal visitors will only be signed into the school with the express prior permission of the Headteacher.

Visitor passes

Green passes indicate that the visitor has been DBS checked and is able to be in the school unaccompanied. For all visitors in this group, photographic ID must be checked before issuing the green pass. Visitors included are:

- Social Workers
- Police officers (including those out of uniform)
- School nurse
- Ofsted inspectors
- Staff from Ealing borough
- Adults currently working in another school or setting including other providers
- Others only if specifically notified by the Headteacher or Designated Safeguarding Lead (DSL)

Provider Access

Where staff from another provider is visiting the school the lead member of staff will ensure procedure are followed to enable them to be issued with a green pass, if appropriate, to enable them to have easy access to students and parents as necessary.

The lead member of staff will:

- Obtain written confirmation of the visiting adult's employer
- Where this is another educational institution which is required to carry out enhanced DBS checks the visitor may be issued with a green pass on confirmation of ID
- Where the visitor is not currently engage in regulated activity and does not represent another educational establishment, they must be issued with a red pass and be accompanied by a member of staff at all times.
- The lead member of staff will notify the visitor in advance that they will be asked for photographic ID upon arrival at school to confirm their identity.

Red passes

Red passes indicate that the visitor must be accompanied by a member of staff at all times.

Red passes should be issued to anyone not in one of the groups above, including parents.

If there is any doubt about which pass to issue, please issue a red pass and ensure the visitor is accompanied by a member of staff. Please seek advice from the DSL or one of the other members of SLT who is Level 3 DSL trained if necessary.

Use of reasonable force - summary

The following is extracted from Department for Education publication [Use of reasonable force: Advice for headteachers, staff and governing bodies 2013](#) Staff should refer to the full document for detailed advice. At Northolt High School it is expected that force will only be used when there is a reasonable expectation that to not do so would result in harm or injury.

Definitions

1. 'Reasonable force' means using a degree of physical contact to control or restrain.
2. 'Reasonable' means using no more force than is necessary.

When reasonable force can be used

3. To prevent risk of harm or injury.
4. To search for prohibited items which may cause harm or injury.

When reasonable force cannot lawfully be used

5. As a punishment

Staff using reasonable force

6. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
7. Staff must always avoid acting in a way which might cause injury.

Expectations

8. Necessary use of reasonable force must always be recorded.
9. Parents will be informed should reasonable force be used on their child.

Government guidance can be found here: [Use of reasonable force: Advice for headteachers, staff and governing bodies](#)

Sexual violence or harassment between children Protocols

Introduction

Sexual violence and sexual harassment are not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or harassment as 'banter', 'part of growing up' or 'having a laugh'. Any suspected or reported sexual violence or harassment will be investigated and further guidance sought, given the developing understanding of this type of abuse and changes in the law to reflect this. For example, 'upskirting' is now a criminal offence. The following is based on advice given in the document [*Sexual violence and sexual harassment between children in schools and colleges, advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, May 2018*](#). This protocol will be followed by senior staff in the event that an allegation of sexual violence or sexual harassment between students is brought to the attention of the school. Allegations will be investigated and actions taken separately from any investigations or actions taken by outside agencies, such as social care or the police.

Definitions

The above guidance defines sexual violence as:

- Rape
- Assault by penetration
- Sexual assault

The guidance defines sexual harassment as:

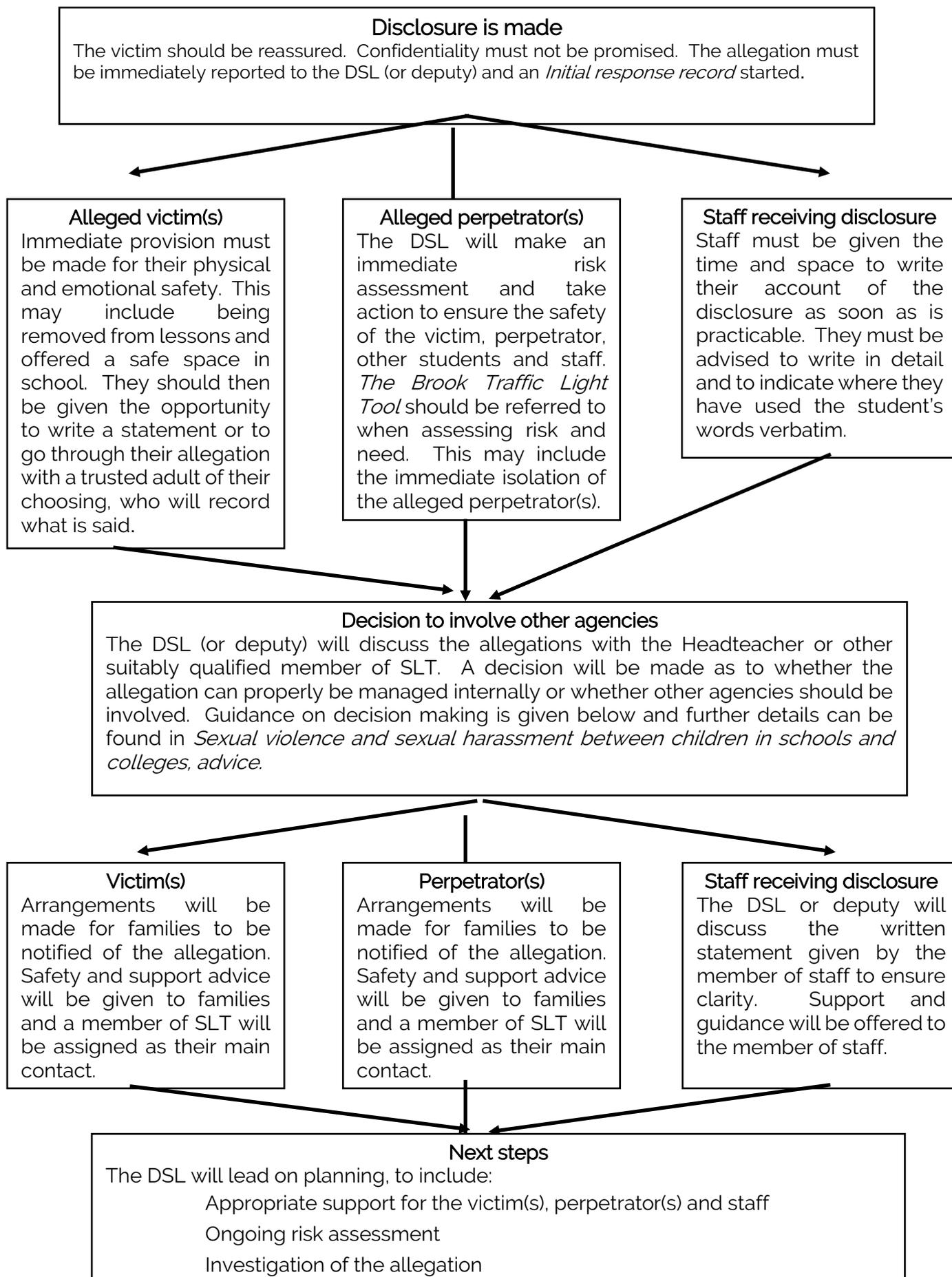
- Sexual comments
- Sexual 'jokes' or taunting'
- Physical behaviour
- Online sexual harassment

It further notes that:

- A child under the age of 13 can never consent to sexual activity
- The age of consent is 16
- Creating and sharing sexual images is illegal

Sexual violence or harassment between children

School action flow chart



Decisions to involve other agencies

An allegation may properly be managed internally if it:

- Is a one-off incident
- Does not constitute a criminal offence
- The children involved are not considered to need early help and intervention
- It is considered that the allegation can properly be managed through the school's [Behaviour for Learning Policy](#).

Consideration must be given to involving the following agencies and decisions to involve or not must be recorded.

Health – appropriate medical care should be given or summoned if a child has been physically injured or is unwell

Social care - If a child has been harmed, is in immediate danger, or is at risk of harm a referral should be made to children's social care.

Police – Where there is a report of activity which is an offence, a report must be made to the police

Planning and recording

The management of an allegation of sexual violence or sexual harassment should be carefully planned and recorded. Records are likely to include the following (those asterisked will likely only be used in cases where outside agencies are involved):

- Brook Traffic Light Tool – annotated
- Student and staff statements – staff taking statements should write their own statement of each meeting with a child in which they give information about the incident.
- Sexual violence or harassment between children - initial response record*
- Serious incident chronology*
- Risk assessment*
- Sexual violence or harassment between children – ongoing support record*

Planning and decision making will take account of *Keeping Children Safe in Education (DfE, September 2018)*, *Working together to Safeguard Children (DfE, July 2018)* and *Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)* and other relevant advice and guidance, including that on behaviour and discipline and exclusion from school.

Definition: *upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.*

Serious Violence

Involvement in serious violence, including gang involvement and 'county lines' can have a devastating impact on young people involved. 'County Lines' is a term used to describe:

Gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. ([Criminal exploitation of children and vulnerable adults: county lines](#))

All staff should be aware of indicators, which may signal that children are at risk. These may include:

- increased absence from school
- a change in friendships
- relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions
- aggression
- running away and truancy
- substance misuse
- poor supervision at home
- low academic achievement
- living in an area with high crime or gang activity
- bullying others or being bullied
- learning or physical disabilities
- economically vulnerable
- mental health issues
- exclusion from school
- homeless or in unstable or unsuitable accommodation
- social isolation
- domestic abuse at home
- lack of stable parenting
- having multiple phones and receiving lots of texts or calls

Presence of one or some of these may indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All students are given advice and guidance about how to keep themselves safe from a variety of potential risks, including serious violence, through the assemblies and PSHCEE programme as well as bespoke support when necessary.

Any member of staff who feels a child may be at risk from serious violence should report this as a safeguarding concern using the usual procedures. The risk to the child and others will then be assessed and appropriate referrals made and support sought. The school shares information and works closely with local partners, including other schools, social care, the police and Youth Offending Teams to assess risk and plan support.

Resources which may be used to assess or support children suspected of being involved in serious violence and those around them include:

- [Multi-agency vulnerabilities screening tool](#)
- [Individual student risk assessment – behaviour or safety](#)
- Safety planning
- Specialist support including from outside agencies
- Disciplinary action in line with the published [Behaviour Policy](#)
- Searches or screening with a metal detector wand

Further advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

Further information - external

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via the links below taken from [Keeping Children Safe in Education: Statutory Guidance for School and Colleges, 2019](#)

Abuse or Safeguarding issue	Guidance/Advice
Children and the courts	Advice for 12-17 year old witnesses in criminal courts
Children missing from education, home or care	Children missing education Child missing from home or care Children and adults missing strategy
Children with family members in prison	National Information Centre on Children of Offenders
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults Child sexual exploitation: guide for practitioners Trafficking: safeguarding children
Drugs	Drugs: advice for schools Drug strategy 2017 Information and advice on drugs ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention
"Honour Based Violence" (so called)	Female genital mutilation: information and resources Female genital mutilation: multi agency statutory guidance Forced marriage: statutory guidance and government advice
Health and Wellbeing	Fabricated or induced illness: safeguarding children Rise Above: Free PSHE resources on health, wellbeing and resilience Medical-conditions: supporting pupils at school Mental health and behaviour

Homelessness	Homelessness: How local authorities should exercise their functions
Online	Sexting: responding to incidents and safeguarding children
Private fostering	Private fostering: local authorities
Radicalisation	Prevent duty guidance Prevent duty advice for schools Educate Against Hate Website
Violence	Gangs and youth violence: for schools and colleges Ending violence against women and girls 2016-2020 strategy Violence against women and girls: national statement of expectations for victims Sexual violence and sexual harassment between children in schools and colleges Serious violence strategy

Further information – school procedures

School procedures including checklists and reference material can be found in:

Google drive: [Safeguarding](#)

School procedures, resources and further advice can be found on a number of areas, including those below:

- Abuse – risk indicators
- ADHD
- Anger
- Anxiety
- Bereavement
- Bullying
- CCTV – use of
- Child Sexual Exploitation
- Children Missing Education
- Data Protection & Transfer
- Disguised Compliance
- Domestic Abuse
- Drugs, Alcohol and Tobacco
- Eating
- E-Safety
- Fabricated & Induced Illness
- Faith Based Abuse
- Female Genital Mutilation
- Gangs
- Genders Based Violence
- Health and Medical Issues
- Healthy Relationships
- Looked After Children
- Mental Health
- Parent Advice
- Peer on Peer Abuse
- Positive Handling
- Radicalisation
- Recording & Reporting
- Risk Assessments
- Searches, Screening & Confiscation
- Self Harm
- Sexting
- Sexual Abuse
- Stress
- Tattoos
- Transgender Young People
- Transitions
- Young Carers

Key Safeguarding Personnel

(as at September 2019 – to be updated as and when staffing changes)

Position	Name	Contact details
Designated Safeguarding Lead	Claire Pott	0208 864 8544 Ext. 660 07976 875 956
Headteacher, L3 DSL trained	Marion Budd	020 8864 8544 Ext 630
Assistant Headteacher, L3 DSL trained	Andy Price	0208 864 8544 Ext 633
Members of SLT who have undertaken Safer Recruitment Training	Marion Budd Claire Pott Andy Price	
Other members of staff who have undertaken Safer Recruitment Training	Lauren Weeks	020 8864 8544 Ext 624
Designated Governor with responsibility for Safeguarding	Carole Millard	Contact via the Clerk to the Governing Body at admin@northolthigh.org.uk
Head of Safeguarding (LBE)	John Churchill	020 8825 8364 churchillj@ealing.gov.uk
Interim LADO	Sherwyn Sicat	020 8825 8930 aap@ealing.gov.uk
LADO manager	Kogie Perumall	020 8825 8155 / 8930 PerumallK@ealing.gov.uk
CME and missing coordinator	Christina Evers	02088255951 eversc@ealing.gov.uk
Ealing Children's Integrated response service	n/a	0208 825 8000
Child Protection Advisors	Duty Desk	0208 825 8930

For up to date staffing information from the London Borough of Ealing, please see:
<https://www.egfl.org.uk/services-children/safeguarding>