



Safeguarding and Child Protection Policy

Purpose:	To inform all Tabernacle School staff of their responsibilities regarding safeguarding and child protection
Approval Body:	The Trustees of Tabernacle School
LT Lead Person:	Miss C Ashbolt-Joseph / Mrs P. A. Wilson
Lead Trustee for Policy:	Mrs V. Shaw
Date of Approval:	September 2021
Proposed Review Date:	September 2022

1. Definitions

1.1 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

1.2 Children includes everyone under the age of 18.

1.3 Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (2018) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education;

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

"Keeping Children Safe in Education" September 2021 which is the statutory guidance for Schools and Colleges;

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

"What to do if worried a child is being abused" (March 2015) ;

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

"Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2019);

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

"The Prevent Duty Departmental, advice for Schools and child care providers" (June 2015);

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

"Teaching online safety in school: Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects (June 2019);

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Furthermore, we will follow the Procedures set out by the local Kensington & Chelsea safeguarding board
<https://www.rbkc.gov.uk/lscb/>

2. The Purpose

2.1 The purpose of this policy is to ensure that all our staff are clear about the actions necessary with regard to a child protection and promoting welfare.

2.2 Our aims are:

- to raise the awareness of all staff, and to identify responsibility for reporting possible cases of abuse;
- to ensure effective communication between all staff on child protection issues;
- to set down the correct procedures for those who encounter an issue of child protection;
- to show that every staff member is responsible for being vigilant and informed, not just the Designated Safeguarding Lead and Principal
- We have adapted a whole school approach to safeguarding and promoting the welfare of all students and staff.

3. The Role of School Staff

3.1 Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour. The new RSE curriculum will be implemented at Norland from January 2021 and will be used as an opportunity to teach safeguarding.

3.2 All children deserve the opportunity to achieve their full potential. The purpose of all intervention is to safeguard and promote the welfare of the child. We recognise the importance of children receiving the right help at the right time to address risks and prevent issues escalating. Acting on, and referring, early signs of abuse and neglect are therefore of great importance.

3.3 All school staff/volunteers have a responsibility to report suspected abuse to the Designated Safeguarding Lead to ensure the safety and wellbeing of the pupils in their school. In doing so they should never hesitate to seek advice and support as necessary from the Designated Safeguarding Lead. Teachers do not decide if something is or is not a safeguarding/child protection issue however whilst normal practice is for the Designated Safeguarding Lead to make referrals, any member of staff may make a referral to external agencies. Similarly, inaction on anyone's part in connection with child protection issues should be challenged.

3.4 The Teacher Standards 2011 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

3.5 Prevent abuse by means of good practice. Adults will not normally be left alone for long periods with individual children. An adult who needs to take a pupil aside - for example, to deal with a disciplinary problem - will do so in the classroom and will therefore normally be within sight or within earshot of other members of staff.

3.6 Supervision of pupils will be appropriate for the age of the children. Children are taught on a one-to-one basis for activities such as learning support. Care should be taken to ensure that the environment is appropriate and, where possible, a door is left open or the use of a window in the door allows transparency.

3.7 All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

3.8 In addition to working with the Principal and Designated Safeguarding Lead, staff members should be aware that they may be asked to support social workers to make decisions about individual children.

4. What staff need to know

4.1 All staff members need to be aware of systems which support safeguarding and of the identity of the Designated Safeguarding Lead.

4.2 All staff should actively promote children's welfare and are expected to look for signs of; abuse (physical, emotional, sexual, neglect and online) exploitation (criminal, sexual or otherwise), child mental health, extremism, FGM, missing children, peer on peer abuse, bullying and cyber bullying, grooming and others.

4.3 All staff members should:

- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- have a copy of Part 1 and Annex A of Keeping Children Safe in Education (2021),
- have a copy of What to do if you're worried a child is being abused, Advice for practitioners (2015)
- have a copy of the school's whistle-blowing policy
- have a copy of the school's Behaviour and Discipline
- be aware to complete an ID check (except parents) of visitors to the school
- have awareness of those at risk of FGM and the signs that it may have been carried out (see appendix)
- have awareness of what constitutes peer-on-peer abuse or sexual violence and sexual harassment and how to report it to the DSL

4.4 All staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

4.5 There are various expert sources of advice on the signs of abuse and neglect. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues are described in paragraph 5.1.

4.6 Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should speak to their Designated Safeguarding Officer or to children's social care.

4.7 A child going missing from an education setting is a potential indicator of abuse or neglect.

4.8 All the adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded. It is better to be safe than sorry, and we trust that parents, while they will naturally be upset by any investigation, will accept that the school acted in the child's best interests.

5. Definition of Abuse and Neglect

5.1 Abuse takes a variety of forms:

- Physical abuse involves the hitting, shaking or other treatment of a child that can cause actual bodily harm;
- Sexual abuse involves forcing or enticing a child into sexual activities, whether the child is aware of what is happening. This includes non-contact situations, such as showing children pornography;
- Emotional abuse is the persistent emotional ill-treatment of children, such as frightening them, or putting them in positions of danger. It is also an abuse to convey to children the feeling that they are worthless or unloved;

- Children are abused also if they are neglected. This could involve failure to provide proper food and warmth, but it might also be failure to see to the emotional well-being of the child.

6. Statement of Intent

6.1 The health, safety and well-being of all our children are of paramount importance to all adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

6.2 In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

6.3 We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

6.4 We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass the information on to appropriate persons only.

6.5 Our teaching of personal, social and health education and citizenship at Tabernacle School helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others.

6.6 Staff also build warm, communicative relationships with children, which include discussion of appropriate and inappropriate behaviour between adults and children, and between children.

6.7 At Tabernacle School, teachers receive regular training through Kensington and Chelsea Safeguarding Children's Board, and this will take place every two years to help staff to recognise abuse and to respond to it.

6.8 This policy is based on government legislation and key guidance on the following documents:

- Children Act (CA) 1989 and 2004;
- Convention on the Rights of the Child, UNICEF 1989;
- Data Protection Act DPA 1998;
- Every Child Matters – Change for Children (ECU) 2004 (see page 41);
- Working Together to Safeguard Children (2020);
- Prevent Duty (2015)
- NSPCC signs of abuse and neglect;
- Keeping Children Safe in Education: information for all school and college staff (KCSE 2021);
- Section 175 of Education Act 2002;
- Allegations of abuse against teachers and non-teaching staff 2012.

7. Procedures

7.1 The Designated Safeguarding Leads in our school regarding issues of Child Protection are:

Chantelle Ashbolt-Joseph	DSL (Early Years Manager)
Rheo Nanton	Deputy DSL (Vice Principal)

7.2 Each has regular child protection training – every two years – to raise their awareness of abuse and procedures.

7.3 They ensure that all staff are made familiar with all safeguarding documentation, both as part of their induction and on an ongoing basis. It is all staff's responsibility to ensure that they take the time to read through the safeguarding policy and keep themselves updated with government revised guidance

7.4 They are the designated teachers to ensure the care of looked after children.

7.5 They are responsible for monitoring children's attendance - as a child going missing from an education setting is a potential indicator of abuse and neglect.

7.6 They ensure that staff are aware of the appropriate use of force to control or restrain pupils – see Appendix 3. There may be times when adults in the school, in the course of their duty, use physical intervention to restrain children. The Principal required the adult involved in any such incident to report this to him/her immediately and to record it in writing.

7.7 They are guided by two principles:

- In accordance with the Children Act, the welfare of the child is always paramount;
- Confidentiality should be respected as far as possible.

7.8 A key role of the Designated Safeguarding Lead (DSL) is to be fully conversant with the current safeguarding advice, in particular:

- Safeguarding Children and Safer Recruitment in Education (2019);
- Working Together to Safeguard Children (2020);
- Keeping Children Safe in Education (2021).

The Designated Safeguarding Lead must ensure that the school takes action to support any child who may be at risk and must also make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to child protection.

8. What school and staff should do if they have concerns about a child

8.1 If staff members have concerns about a child they should raise these with the school's Designated Safeguarding Lead. This also includes situations of abuse which may involve staff members. The Safeguarding Lead will usually decide whether to make a referral to MASH (Multi-Agency Safeguarding Hub), but it is important to note that any staff member can refer their concerns to MASH directly.

Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The Early Help Assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, general practitioner (GP), Local safeguarding team, family support worker, and/or health visitor.

8.2 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to MASH (Multi-Agency Safeguarding Hub). Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

8.3 It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer to the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Action when a child has suffered or is likely to suffer harm.

8.4 Where any staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

General guidance on whistleblowing can be found via <https://www.gov.uk/whistleblowing>

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The NSPCC's "what you can do to report abuse" dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the

way a concern is being handled by their school. Staff can call 0800 028 0285, which is available from 8:00am to 8:00pm, Monday to Friday, and email help@nspcc.org.uk.

9. Role of the Trustees

9.1 The Lead Trustee is nominated to liaise with the Local Authority and/or partner agencies, if needed or in the Principal's absence, on issues of child protection and in the event of allegations of abuse made against the Principal. In the event of allegations of abuse being made against the Principal, these allegations should be reported directly to the Local Authority.

9.2 The Trustees ensure that there is an effective child protection policy in place together with a staff behaviour policy (code of conduct), and that both are provided to all staff – including temporary staff and volunteers – on induction. They ensure the annual updating of the child protection policy, and that it is available publicly either via the school website or by other means.

9.3 The Trustees prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required: and ensuring volunteers are appropriately supervised. It ensures that the school has written recruitment and selection policies and procedures in place and that at least one person on any appointment panel has undertaken safer recruitment training.

9.4 The Trustees ensure that there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the Local Authority Designated Officer (LADO). There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

9.5 The Trustees also ensure that there are procedures in place to handle allegations against other children.

9.6 The Trustees recognises that it has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Within the Early Years Ofsted would also need to be informed, as required by the Statutory Framework.

9.7 The Trustees ensure that staff members do not promise confidentiality to the child and always act in the interests of the child.

9.8 The Trustees will assess the impact of this policy in keeping children safe.

- Contribute any local, contextual information that may support children's safety and welfare.
- Appoint a nominated governor to liaise with the Head Teacher and Designated Safeguarding Lead (DSL) on Safeguarding issues.
- Receive and consider regular reports from the principal about the effectiveness of safeguarding and child protection at the school.
- Keep on top of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe.

10. Role of Principal

10.1 The Principal must ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

10.2 The Principal must ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide, allowing children to express their views and give feedback.

10.3 The Principal should inform the Board of Trustees if contact is made with the Safeguarding in Education Advisor.

11. Recruitment

11.1 The Principal must ensure that the recruitment procedure is followed in the employment of staff, paying particular attention to the need for candidates undertaking regulated activity to provide an enhanced DBS check with barred list information.

A regulated activity is defined as that done by a person who:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work in a school at times when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor); or
- will regularly come into contact with children under 18 years of age.

11.2 If, at any time, the school should have concerns about an existing staff member's suitability to work with children, the school will carry out all relevant checks as if the person were a new member of staff, as specified in KCSIE (2021).

11.3 The requirements for DBS checks relating to definitions of regulated and unregulated activity will be adhered to strictly according to KCSIE (2021).

12. Allegations of abuse made against teachers and other staff

12.1 Duties of the school:

- To act on allegations that a teacher or member of staff 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 towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children;
- To respond appropriately to members of staff who are currently working in the school regardless of whether the school is where the alleged abuse took place;
- To take allegations against a teacher who is no longer teaching to the police;
- To provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended;
- To deal with any allegations of abuse very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

12.2 Initial considerations:

- The school endeavours to deal with allegations with common sense and good judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay;
- The school recognises that some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The Local Authority Designated Officer (LADO) should be informed of all allegations that come to the school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

13. Allegations of abuse made against other children/ Peer-on-Peer abuse

13.1 As a school we recognise that some children abuse other children or their peers; therefore we will have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in our school community.

13.2 Peer on peer abuse is a Safeguarding concern and will require the Designated Safeguarding Lead to seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may also be a referral to the Police and Social Care. The school will consider and may apply the disciplinary procedure. The school will offer support to a victim.

13.3 We recognise peer on peer abuse can take some of these forms;

Language seen as derogatory, demeaning, inflammatory;

- Unwanted banter;
- Sexual harassment;
- Sexual Violence;
- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on differences.

It can also be when children sexually abuse or sexually harass other children – Staff should follow the child protection policy and refer to APPENDIX 2 for further information.

We will pay adherence to the guidance - Sexual Violence and Sexual Harassment in Schools/Colleges between children (May 2018) and have a strategy in the school to identify, report and respond to any issues/incidents raised.

We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse.

13.4 The sending of indecent images from one person to another through Digital Media Devices

This school accepts that this is a Safeguarding concern and one that is increasing and requires a robust response.

- We will seek advice from agencies and professionals acknowledging that there is both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.
- We will refer to: “Sexting in Schools & Colleges: Responding to incidents & safeguarding young people” UK Council for child internet safety

The DfE guidance 2019 on Searching Screening and Confiscation Advice for Schools

14. Duties of the school:

To act on allegations that a child has: - behaved in a way that has harmed another child, or may have harmed another child; - possibly committed a criminal offence against or related to another child; or - behaved towards another child or children in a way that indicates he or she would pose a risk of harm if they continue to be in regular contact;

To respond appropriately to a child who has allegedly harmed another child, regardless of whether either of them is still in the school where the alleged abuse took place;

To take allegations against a child who is no longer at the school with the same seriousness as would be appropriate for an existing pupil;

To provide effective support for any child facing an allegation and provide the child and family with a named contact if they are suspended for such an allegation;

To deal with any allegations of abuse very quickly, in a fair and consistent way that provides effective protection for both parties.

In cases of child on child abuse - both children will be considered under the Child Protection procedures and referred to children's social care (if the issue is serious enough to warrant it) ie. that children who harm other children are often themselves victims of abuse.

15. Definitions

15.1 The following definitions should be used when determining the outcome of allegation investigations.

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

16. Procedure

The key relationship is between the Principal/Board of Trustees and the LADO.

16.1 In the first instance, the Principal or Board of Trustees (nominated 'case manager') must discuss the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree on a course of action. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children.

There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager must discuss the allegations with the LADO in order to help determine whether police involvement is necessary.

16.2 The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it must be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager must then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

16.3 The case manager must inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

16.4 The Board of Trustees and the Principal must consider carefully whether the circumstances of any case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step.

16.5 The possible risk of harm to children posed by an accused person should be evaluated very carefully when suspension is considered.

16.6 Based on an assessment of risk, alternatives such as redeployment or providing an assistant would be considered.

16.7 If the allegation is about physical contact, it must be taken into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

16.8 Where it is clear that an investigation by the police or children's social care services is unnecessary, the LADO should discuss the next steps with the case manager. In those circumstances, the options open to the school or college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

16.9 In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a member of the Senior Team.

16.10 If the nature or complexity of the allegation requires an independent investigator the school will liaise with the local authority.

Contacts for Safeguarding: Kensington and Chelsea:

<https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers/contacts-safeguarding-kensington-and-chelsea>

17. Safeguarding & Child Protection in Specific Circumstances

17.1 Attendance

- We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm. We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day.
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day.
- We will always report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service.
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

17.2 Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

- We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.
- No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action.
- We will always record any occasion when physical intervention has been necessary.
- We will always notify parents or carers of any such incident.

17.3 Bullying

- We understand that bullying is harmful to children.
- We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable.
- We will always take any reports of bullying and respond appropriately.
- We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

17.4 E-Safety

- We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use.

- We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.
- We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

17.5 Sharing nudes or semi nude images/videos (also known as Sexting)

Sexting is sending and receiving sexual imagery via devices, apps, webcams and emails. If you are made aware or have concern over sexting, also known as 'youth-produced sexual imagery', you must report it to your DSL immediately.

When dealing with the sharing of nudes or semi nude images/videos, there are things you must not do, this could be: ask to view, download, or share the image with yourself, share information with other members of staff, parents or students. You must not question the child, or investigate, this is the role of the DSL.

17.6 Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

18. CCE - Child Criminal Exploitation

18.1 Criminal exploitation of children is a Safeguarding concern. Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home/care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being
- County Lines

18.2 Should there be cause for concern the Designated Safeguarding Lead will seek advice from agencies and professionals; including, a reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral to the Police and Social Care. The school will offer support to a victim.

18.3 County Lines is criminal exploitation of children - children, particularly vulnerable children are targeted by gangs or criminal groups, to exploit, manipulate and control children to take part in criminal activity. It may seem consensual and they may receive something in exchange, however this is all part of the grooming process.

Signs that may be an indication;

- Poor school attendance
- A change in friendships or relationships, particularly older individuals or groups
- Decline in academic performance
- Signs of self-harm
- Changes in behaviour and wellbeing
- Signs of assault or unexplained injury

- Unexplained gifts or new possessions
- Children returning home late, staying out all night or not returning home

19. CSE - Child Sexual Exploitation

19.1 Child Sexual Exploitation is also known as CSE, it is a form of sexual abuse, where the child is manipulated and exploited in return they are offered gifts, drugs, affection or status- it can happen in person or online and over any short or long period of time.

The following list is indicators, not exhaustive or definitive, but highlights some of the common signs:

- Inappropriate sexual, sexualised behaviour and sexual activity
- Sexually risky behaviour and sexually transmitted infections.
- In girls, repeat pregnancy, abortions, and miscarriage.
- Having several mobile phones or devices.
- Unexplained gifts or having unaffordable new things, or expensive habits (alcohol, drugs, etc.).
- Going to hotels, brothels or other unusual locations.
- Moving around the country, appearing in new towns or cities, or Getting in/out of different cars driven by unknown grown-ups.
- Contact with known abusers.
- Involved in abusive relationships, intimidated, and fearful of certain people or situations. Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers and having relationships with older people.
- Recruiting or correlating with other young people involved in sexual exploitation.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality; chaotic, aggressive, sexual, Mood swings, volatile behaviour, emotional distress, Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorder, drug or alcohol misuse.
- Getting involved in crime, Police involvement and police records.
- Involved in gangs, gang fights, gang membership or Injuries from physical assault, physical restraint, sexual assault.

Staff should familiarise themselves with these signs and any concerns should be reported to the DSL.

20. Child on Child Sexual Violence and Sexual Harassment

20.1 Child Sexual violence and harassment can happen in and outside of the setting, as well as online and as a school we have duty to protect children from all forms of violence/abuse and have a zero tolerance approach to it and all allegations will be taken serious and fully investigated.

20.2 *“Part one: What do we mean by sexual violence and sexual harassment between children? Context 1. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. 2. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate*

support. 3. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.” (Sexual violence and sexual harassment between children in schools and colleges 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

21. Carrying knives/ offensive Weapons & Gang Culture

21.1 Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police and informing the informed. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2019 will be consulted and the school will consider and may apply the disciplinary procedure.

21.2 If a member of staff suspects a pupil of being involved in gang culture, this is a safeguarding concern and the Designated Safeguarding Lead will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil may be an exploited child and victim to whom the school will offer support.

Legal framework:

- Protection of Freedoms Act 2012
- Counter-Terrorism and Security Act 2015

22. Supporting those involved

22.1 The school has a duty of care to its employees, and it will endeavour to do all in its power to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children’s social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

22.2 The case manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

22.3 The school will ensure that parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children’s social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

22.4 The school will make parents and carers aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002 (see below). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

22.5 In cases where a child may have suffered significant harm, or there may be a criminal prosecution, the school will liaise with children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

23. Confidentiality

23.1 The school recognises the importance of maintaining confidentiality and guarding against unwanted publicity while an allegation is being investigated or considered. The school would refer to The Education Act 2011 which introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school. The school would follow all relevant legal guidelines, taking advice also from the LADO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

23.2 Record and Data Sharing -

Tabernacle school understands the importance of keeping personal information safe and protected, however we have a legal duty to work and share important safeguarding issues with new schools, colleges and other settings - safeguarding records and protection/welfare concerns will be shared/ transferred to the relevant setting and a copy will be retained by us until the young person reaches the age of 25.

24. Resignations and 'settlement/ compromise agreements'

24.1 The school understands that if the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this policy. A settlement/compromise agreement which prevents the school or college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school would not be complying with its legal duty to make the referral.

24.2 The school recognises that it is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process.

24.3 The school understands that 'settlement/compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be in cases of refusal to cooperate or resignation before the person's notice period expires.

24.4 **Record Keeping:**

- The school undertakes to remove details of allegations that are found to have been malicious from personnel records. However, for all other allegations, the school will keep a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, and these notes will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned;

- The school undertakes to provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The school will keep the record at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

24.5 **References:** Where an allegation was proved to be false, unsubstantiated or malicious the school will not include it in employer references.

24.6 Timescales: It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. The timescales within the KCSIE (2021) will be referred to.

24.7 On conclusion of a case:

- The school understands that there is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. See paragraph 9.6;
- When it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that, providing help and support after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with child or children who made the allegation can best be managed if they are still a pupil at the school;

In respect of malicious or unsubstantiated allegations: If an allegation is shown to be deliberately invented or malicious, the Principal and Chair of Trustee would consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

25. Monitoring and Review

25.1 This policy is approved and monitored by the Board of Trustees.

26. Conclusion

26.1 The Trustees and Staff of the School are committed to keeping this policy under annual review and the Governor responsible will ensure that the matters contained herein are regularly discussed and further developed to the benefit of all users.

27. Honour-based violence: FMG & FM

27.1 FMG- Female Genital Mutilation:

Female genital mutilation involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

We have FGM training which identifies risk. Staff can contact the Metropolitan Police Service child abuse investigation command, or go through the usual CP disclosure route.

Further guidance and information are available from:

NSPCC FGM Helpline

Contact days and times: 24 hours Tel: 0800 028 3550

Email: fgmhelp@nspcc.org.uk

27.2 Forced Marriage

Children aged 14-16, boys and girls are forced into marriage, it's completely different from an arranged marriage. You may see signs such as; unexplained absence from school, or their young sibling's whistleblowing. It is against the law for anyone to be forced into a marriage.

Forced marriage originates and has the highest percentage rates from Pakistan, India, and Bangladesh with a small percentage of cases in the middle-East and African countries.

As with female Genital Mutilation, there is the 'One Chance' rule regarding Forced marriage. This refers to staff potentially only having one chance to report any concerns and that the school takes action.

Tabernacle school recognises that some children seeking leave of absence are vulnerable to the risk of abuse, neglect, or travelling to warfare zones, or at risk - of FGM or forced marriage.

28. Prevent strategy

28.1 Extremism

We have extremism training which identifies children at risk. Staff can contact Prevent members of staff or Channel (early intervention multi-agency panel to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour or we would follow the usual CP disclosure route.

The following key principles are in line with the schools and British values

- Inclusion
- Tolerance
- Freedom of speech
- The expression of beliefs and ideology

All Teachers and Students have the right to speak freely and have their voices heard, however, this should be done respectfully and responsibly. We can support our fellow teachers and students by; treating others with respect, understanding differences, community safety, awareness of human rights and equality.

28.2 Reducing the risks of Extremism

As a school, we are expected to judge the risk to children, in our care, being drawn into extremism/ radicalisation and use our professional judgement when dealing with any situation.

Our school risk assessment will include; outside speakers/visitors, anti-bullying policy and SEND children.

28.3 There is no single way of identifying an extremist/ terrorist ideology. It is important that all staff are alert and be vigilant on; behaviour changes, change or trying to hide their views or any other behaviour of concern.

We must build children's resilience, confidence, spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

We can actively do this through our school's curriculum, RE/ PSHE curriculum, SEND policy and during Devotion.

28.4 Concerns

If staff have concerns they must report to their DSL immediately, or talk in confidence by dialing 101.

"The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk."

For more guidance: **The Prevent duty Departmental advice for schools and childcare providers June 2015**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

29. Online-Safety

29.1 Online-Safety is crucial in safeguarding children. We must follow the school's E-safety policy to help keep the children safe from potentially harmful, explicit or inappropriate materials. Children are taught online-safety through the school's curriculum, PSHE, and other learning opportunities. The measures in place help to protect children from explicit material, underage resources/apps, terrorist or extremist material, peer abuse, and bullying via online platforms, including sharing of nudes or semi-nude imagery (sexting).

For further information:

- **Keeping Children Safe in Education, September 2021**
- **Annex C: Online safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.