



Safeguarding (including Child Protection) Policy and Procedures Goodwyn School (including Early Years Foundation Stage)

This document covers all children from age 3 – 11 including the Early Years Foundation Stage (EYFS). It is available to parents on our website and by request from the school office.

Introduction:

In developing this policy the School has had due regard to:

- Keeping Children Safe in Education (September 2021) (KCSIE)
(See Appendix 1 for Part 1: Information for all school and college staff) KCSIE incorporates the additional statutory guidance, Disqualification under the
Childcare Act 2006 (September 2018)
KCSIE also refers to the non-statutory advice for practitioners: What to do if you are worried a child is being abused (2018) and non-statutory supplements: Covid-19 and Safeguarding and Remote education during coronavirus
- The Prevent duty Departmental advice for schools and childcare providers (August 2015)
- The Use of Social Media for Online Radicalisation (July 2015)
- The Prevent Duty: Departmental advice for school and childminders (June 2015)
- Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism (April 2015)
- Working Together to Safeguard Children (September 2018- updated in 2019 but no change of date) (WT)
WT refers to the non-statutory advice: Information sharing (March 2018)
- Barnet Safeguarding Children Board's (BSCB) local procedures 2015
 - Independent Schools Standards Regulations September 2020
 - EYFS statutory framework
 - DfE guidance on sexual harassment and
 - DfE guidance on online safety in schools.

The School's Safeguarding (Including Child Protection) Policy and Procedures will be reviewed annually by the SLT, unless an incident or new legislation requires otherwise. An annual review of safeguarding takes place by the Principal and SLT.

Definition of Safeguarding for the purpose of this policy

Our definition of safeguarding is:

'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 mental and physical 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.' (taken from DfE's definition of Safeguarding and Keeping Children Safe in Education KCSIE (September 2021))

Statement

Goodwyn School understands that safeguarding is everybody's responsibility and is committed to the health, safety and well-being (both physical and emotional) of all children in its care. The best interests of the child are always considered the priority. The School will deploy stringent and active measures to safeguard these aims to provide a safe environment in which the children can develop, in line with evolving governmental guidance and statutory obligations. All staff have an equal responsibility to act in accordance with this policy and associated procedures and KCSIE (September 2021). Staff are aware of what to look out for and vulnerabilities both generally and within our school in relations to SEND and family set ups.

Any member of staff can, and must, make a referral if they believe a child is at risk of significant harm and in need of support services. Key contacts are listed within this document.

The School is committed to operating safer recruitment procedures in compliance with relevant legislation and guidance.

The School will work with other agencies wherever such work is needed to ensure adequate arrangements to identify, assess and support those children who suffering significant harm or who may suffer significant harm without appropriate intervention, seeking help at the earliest opportunity. The School will work with the Barnet Safeguarding Children Board, the police, health and other services to promote the welfare of children and to protect them from harm.

Where requested to do so, the School will allow access for children's social care from the Local Authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. In addition, the School will comply with any request to supply information to the Local Safeguarding Children's Board that it requires in order for it to perform its functions.

The School recognises the need to differentiate between safeguarding children who have suffered or who are likely to suffer harm and those in need of additional support from one or more agencies. The former is recognised as needing to be referred to social services immediately and the latter should lead to inter-agency assessment using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team Around the Child' approaches. All staff must read and sign a log confirming that they have read safeguarding documentation.

Note on CAF & TAC

CAF and TAC refer to standardised approaches to conducting an assessment of a child's additional needs, and deciding how those needs should be met, where necessary involving a team of professionals working together with the family to address the child's needs in a holistic way. S.17 of the Children Act 1989 defines a child in need as one (a) being unlikely to achieve or maintain a reasonable standard of health or development without the provision of services by a local authority; (b) whose health or development is likely to be significantly impaired without the provision of such services; or (c) is disabled.

Aims

Our aim is to keep every child and young person in our care safe and healthy. To provide an environment in which they are able to learn, grow and develop. We want them to enjoy and achieve in our community, make a positive contribution and attain economic well-being. We believe that all children have the right to protection from neglect and abuse.

- The School encourages children and staff to speak out with assurances that each situation will be taken very seriously without fear of retribution (Provision is in place through dedicated class teachers who have a strong sense of pastoral care, Feelings boxes and Circle Times, a strong focus on PHSE teaching which includes Relationship Education, Relationship and Sex Education and Health Education, weekly Space to be sessions and a School Counsellor weekly for early help)
- To be vigilant in looking for early signs of abuse and harm and be readily available to listen to children who feel they have been subjected to these and be ready to refer concerns
- To raise the awareness of all teaching and support staff of the need to safeguard children and of their responsibilities, in identifying and reporting possible cases of abuse
- To provide details of a systematic means of monitoring children known or thought to be at risk of harm, and to provide means of necessary support
- To provide a structured procedure within the School which will be followed by all members of the School community
- To ensure that all members of the adult community with access to children are suitably trained and checked and know the steps to follow to avoid being accused of improper or unprofessional conduct
- To ensure that key concepts of child protection are integrated within the curriculum via
PSHE

KEY CONTACTS:

Safeguarding Proprietor: Struan Robertson 020 8959 3756

sr.one@goodwyn.barnet.sch.uk

Designated Safeguarding Leads (DSL, including for EYFS):

Ms Lisa Woolfe 020 8959 3756

Training: Designated Safeguarding Lead Level 3 High Speed Training December 2020

law.one@goodwyn.barnet.sch.uk

Ms Sheryl Bekhor 020 8959 3756

Deputy Designated Safeguarding Lead

Training: Designated Safeguarding Lead Level 3 High Speed Training December 2020

sb.one@goodwyn.barnet.sch.uk

Barnet Safeguarding Children Board (BSCB):

Safeguarding Children Board Administrator

barnetscb@barnet.gov.uk

020 8359 7907

Multi-Agency Safeguarding Hub (MASH) including LADO:

020 8359 4066

The **DBS** can be contacted at:
Disclosure and Barring Service
PO Box 110
Liverpool
L69 3EF

0870 909 0811
customerservices@dbs.gsi.gov.uk

NSPCC Helpline: 0808 800 5000

Teaching Regulation Agency (for informing where staff are dismissed for unacceptable conduct)

0370 000 2288

THE DEPARTMENT FOR EDUCATION'S DUE DILIGENCE AND COUNTER EXTREMISM GROUP HELPLINE.

For schools to raise concerns in relation to potential extremism

0207 340 7264

counter.extremism@education.gov.uk

LOCAL POLICE NON EMERGENCY

Dial 101

Useful information on when to call the police has been issued by the NSPCC. A copy is available in the staff room for reference or by clicking this link

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Incidents where the police should be called are detailed in this document by viewing the flowcharts. They include Assault, Criminal Damage including Arson, Cyber Crime, Drugs, Harrassment, Theft and Weapons.

- 1 SLT and Designated Safeguarding Lead (DSLs), will ensure that the School has a safeguarding policy in place, which is in accordance with BSCB's agreed procedures, and that these are known to all members of staff.
- 2 SLT will ensure that the safeguarding policy and procedures and the efficiency with which the related duties have been discharged, are reviewed annually
- 3 SLT will ensure that any deficiencies and weaknesses in safeguarding arrangements are remedied without delay.
- 4 SLT will ensure that this Safeguarding Policy is published on the School website and is available to parents on request.
- 5 SLT will ensure that changes to safeguarding policy or procedures are met; that training is undertaken by the DSL and other staff. Training takes place annually informally and formally every two years as set out by Barnet Council so that DSLs can advise others. During Covid-19 this training will be through newsletters and professional groups until refresher courses are practicable. All other staff are trained annually at Inset, including updating reading of KCSIE Part 1.
- 6 If information comes to SLT about an allegation against a member of staff, the Principal (as Safeguarding Governor) or LADO (**Local Authority Designated Officer**) will be informed, as appropriate and within 24 hours. If the allegation is against the Principal, the matter needs to be communicated directly with LADO.
- 7 SLT will ensure that the Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff
- 8 The Principal will allocate sufficient time and resources to enable the DSL and deputies to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings
- 9 The Principal will ensure that an environment exists with the School in which all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve the safeguarding and welfare of children is dealt with in accordance with the School's whistle blowing procedures.

Designated Safeguarding Leads (DSL)

- Have job descriptions for the DSLs
- Ensure those job descriptions are consistent with Annex C KCSIE 2021
- Ensure that staff are aware of the job descriptions – this is stated as a requirement of safeguarding induction for new staff.

- The oversight of the school's online safety
- Monitor the teaching of Mental Health and new guidance on teaching Sex Education acts as a preventative and connects with the safeguarding role
- Promote the educational outcomes of vulnerable children by liaising with all necessary parties
- The oversight of the welfare and educational wellbeing of –
 - Vulnerable children
 - Children in foster care or in homes
 - Looked after and previously looked after children as well as children assigned to a social worker

It is apparent from the procedures outlined throughout this policy that great reliance is placed upon all staff sharing information and referring their concerns to the DSL.

- 1 Goodwyn has two Designated Safeguarding Leads (DSL) Lisa Woolfe and Sheryl Bekhor (Deputy Designated Safeguarding Lead) NB During periods of closure or remote working, contact details of mobile numbers and email contact remains daily. Staff know to report any concerns this way. If DSL is absent, Deputy DSL is available. If children are absent for periods of time due to Covid-19, they have daily communication with school through Microsoft Teams.
- 2 They meet regularly to review child concerns and ensure information is effectively and appropriately shared. Records are kept centrally under the management and control of the DSL.
- 3 The DSL is fully conversant with Government and Barnet Children's Services Safeguarding Procedures and will coordinate action on child abuse and self-harm within the School, ensuring that all staff are aware of their own responsibilities in relation to child protection and safeguarding.
- 4 The DSL, is responsible for referring individual cases of suspected abuse promptly to the Barnet Children's Services department and to:
 - The Channel, Children's Social Care Services, MASH or LADO (all cases which concern a staff member),
 - The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - The TRA in relation to matters of unprofessional conduct
 - The Police (cases where a crime may have been committed).

The DSL will report to Barnet Children's Services as soon as possible and within 24 hours of a disclosure or suspicion of abuse.
- 5 The DSL ensures that appropriate records are kept and securely stored away from main child files. She also ensures that a note is made on child records that extra information is being held on the child. Where children leave the School ensure their child protection file is transferred to the new school or college as soon as possible. This is transferred separately from the main child file, ensuring secure transit and confirmation of receipt should be obtained.
- 6 The DSL has responsibility for organising regular and statutory training in line with BSCB agreed procedures on all aspects of child protection and safeguarding within

the School and acts as a point of reference on safeguarding issues for other staff. 'Prevent' awareness will form part of this training.

7 The DSL will ensure that the School is represented at case conferences, family support meetings, core groups, or other multi-agency planning meetings.

8 The DSL will be an active member of the Barnet Safeguarding Children Board's (BSCB), which provides appropriate training for the DSL, DDSLs and senior members of staff.

9 The DSL will liaise with the Barnet Safeguarding Children's Board (BSCB) to ensure awareness of local multi-agency procedures, local referral procedures and training opportunities, and maintain a list of local multi-agency contacts in line with *Working Together to Safeguard Children 2015*.

10 The DSL should ensure that safeguarding policy and procedures are known and used appropriately. The Safeguarding and Child Protection Policy is available publicly and through it parents are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

Duty of Staff

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

Safeguarding is recognised by the School to include issues such as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The early identification of potential problems relies upon the following general expectations which apply to all staff at all times:

- 1 Staff must be vigilant and open-minded, and maintain the attitude 'it could happen here'.
- 2 Staff must regularly encourage all children to share any concerns they have with an adult and they must listen sympathetically, taking any allegations seriously.
- 3 Staff must ensure that they:
 - understand the systems and processes which support the welfare and safeguarding of children in the School, and seek clarification if anything is not clear to them.
 - are able to identify children who may be in need of additional help, and respond in appropriate ways consistent with our SEND policy, and with the Common Assessment Framework (CAF) and Team Around the Child (TAC) approach.
 - are familiar with the indicators of various types of child abuse. Appendix 2 and Appendix 3 provide further details of categories of abuse and harm and a list of risk indicators.

- report suspicions of child-abuse immediately. Appendix 2 describes the different forms of harm and abuse in more detail.
- have received appropriate child protection training on induction, and at appropriate intervals thereafter. Whilst it is one of the DSL's responsibilities to ensure that staff have received the appropriate level of training, staff-members have a reciprocal responsibility to check with the DSL if they are unsure about their training requirements.
- are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day by day and identify those whose behavior suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood. Any concerns should be raised on a Concern Form and will be referred where necessary to the School Counsellor through the D/DDSL.

Training

- 1 All staff receive training from the DSL in Safeguarding as part of their induction and annual updates (Including supply, temporary staff and volunteers). This includes:

The full requirements are:

In order to ensure that new staff are fully aware of their duties regarding safeguarding, as part of the induction training for all staff, they will receive an explanation of:

- The safeguarding policy
- The staff code of conduct/behaviour policy
- The behaviour policy for children
- The school's safeguarding response to children missing education
- The role and identity of the DSL, and Deputy/ies
- The school's approach to online safety

Additionally, at induction, staff must be provided with a copy of

- The safeguarding policy
- The staff code of conduct/behaviour policy
- The Children Missing Education policy
- The role of the DSL and DDSL(s)
- Part 1 and Annex A of KCSIE
- The whistle-blowing policy
- the signing of a 'Disqualification' statement.

- 2 All staff, volunteers and the Principal are trained in child protection regularly, in line with KCSIE and advice from the Barnet Safeguarding Children Board (BSCB). When KCSIE is updated all staff are issued with and are required to sign that they have read Part 1 and Annex A. Records are kept in HR folders.
- 3 Formal safeguarding training is upheld at least every three years as part of Inset. (For DSLs every two years)
- 4 All staff, temporary staff and volunteers are issued with child protection guidance cards, stating the need to not ask leading questions during an interview or promise confidentiality.
- 5 All staff, temporary staff and volunteers have available to them through the School intranet or hard copy this Safeguarding Policy, which includes the signs and symptoms of abuse and procedures for dealing with a child protection issue.
- 6 All staff receive training in their duty to raise concerns, where they exist, about the attitude or actions of colleagues (see Whistle-Blowing Policy).
- 7 All staff are made aware that anyone can make a referral to BSCB at any time if they have a concern. If at any point there is a risk of immediate serious harm to a child, a referral should be made to BSCB immediately. 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. It is important for children to receive the right help at the right time to address risks and prevent issues escalating.
- 8 All staff are made aware of the reporting requirements with regard to known cases of FGM (see KCSIE Guidance) page 28 of this document for further details) and any private fostering arrangements which the school becomes aware of will be reported to the LA.
- 9 All staff are trained in Prevent and of the requirements of the government advice for schools and childcare providers on preventing children and young people from being drawn into terrorism as well as online safety and risk assessment. See Appendix 8 and Appendix 9 for further details.

Guidelines for Communication

Guidelines for appropriate communication are found in Appendix 6 and should be read alongside the Staff Code of Conduct. The Guidelines for appropriate communication include specific advice on the use of images including nude, semi nude images and videos.

School mobile electronic devices are used to capture images of children learning. These images are used as evidence for their EYFS Learning Journals, and children's online work including some display purposes including our school website. Such images are to be captured solely for these purposes. Mobile electronic devices must not be taken into children's toilets or used when they are changing. If photographs of children washing their hands in the toilet area are needed for evidence, they must be taken in the presence of another member of staff. The gathering, storage and sharing of images of children by staff

must be carried out using school equipment only and must adhere to our policies for Online Safety and Mobile Electronic Devices. Staff must be mindful of the additional risks incurred if such devices are removed from school and must act responsibly to ensure images are stored safely. Staff must keep their personal mobile electronic devices out of use within the the school building when children are present.

Covid- 19 additional measures; See Covid-19 Policy for further details

- Online safety during remote learning – including additional guidance to staff and children
- Increased staff vigilance for children experiencing mental health or safeguarding during school closure
- Increased mental health concerns for children on returning to school after closure
- Availability of a DSL at all times – ie remotely if necessary and provision if a DSL has to self-isolate.

Duty of Parents

This policy focuses on the duties and the responsibilities of the School, but it is also worth stating briefly our expectations of parents. Parents are expected to help their children to behave in non-violent and non-abusive ways towards both staff and other children. Parents will be informed if it was necessary to use minimal force to protect a child from injury or to prevent a child from harming others. Staff have a duty to report the use of reasonable force or restraint to the head immediately, and the head has a duty to inform parents on the same day or as soon as is reasonably practicable.

Parents should always inform the School of any accidental bruising or other injuries that might otherwise be misinterpreted. They should also inform the School of any changes in home circumstances, such as the death of a member of the family, separation or divorce that might lead to otherwise unexplained changes in behaviour or characteristics.

Safeguarding Procedures to be followed

Safeguarding concerns might arise in a variety of ways. Information might be received from a concerned friend, or another child. Staff may become concerned by general chatter, or the behaviour of a colleague (See Whistle Blowing Policy) or a child's parent. Information might be received from an internet user, or via a support service such as *ChildLine*. Changes in a child's appearance or behaviour might trigger concerns or unusual physical injuries to a child may become noticeable. It is important to note any patterns of indicators, which on a one-off basis may not be felt to be serious, but which in aggregate could be indicative of an underlying concern. These must not be withheld and must be shared with the DSL. It is important to report a concern using My Concern. All staff have had training, activated their account and have access to My Concern.

Response to the child and information-gathering

Abuse is rarely disclosed explicitly by children themselves. When they do, it is essential that they are listened to and taken seriously. If a child (either as a victim or as a third party or indeed a parent) asks to speak with a staff-member about anything relevant to safeguarding concerns, they should not be promised confidentiality, nor told that the secret will be kept. The staff-member should listen sympathetically and carefully right to the end of what the child has to say. Even if it is not immediately, the child may have been struggling with this decision for days or weeks, and may have had to summon up tremendous courage to come forward. Therefore, however uncomfortable the details, the child should not be stopped mid-account nor be told that they need to speak to someone else. Notes should be taken if possible – if it is not detrimental to the child's narrative. If it is not possible to take notes at the time, then notes should be made as soon as possible afterwards.

As a fundamental principle children should be given a fair hearing and taken seriously. Even if the staff-member suspects the child's disclosure is implausible, fanciful or malicious, they should continue to listen carefully, without betraying any hint of scepticism or asking any leading questions.

It is not the role of the School or its DSL to investigate allegations of abuse. It is their role simply to gather sufficient information to be able to make a preliminary decision about how to proceed. For this reason alone, staff-members listening to disclosures from children can, when necessary, gently ask questions for basic clarification of the facts such as "what?", "when?" and "where?". However, they should be careful not to invite the child to speculate about motive as this might undermine any criminal investigation, and can prejudice outcomes.

At the end of the disclosure, the staff-member should reassure the child that they have done the right thing, and offer a guarantee that the information will be taken seriously. The child should be advised not to discuss the matter with anyone else for the time being, and be reassured that the matter will be dealt with by experienced, caring people who operate with the greatest discretion. Great care should be taken here, and no staff-member is in a position to tell a child not to speak to its parents. The DSL must be consulted if the staff member is in any doubt.

The child should also be advised that they will be kept informed of the progress of the disclosure, and their wishes and feelings taken into account in responding to the matter. Clearly, however, the information will need to be passed on, so staff-members should never mislead children by promising that they will not pass on concerns to appropriate members of the safeguarding team.

As soon as possible, the staff-member should write a comprehensive note of all that has been said, using the child's words as far as possible. The note should be signed with a time and date, and passed on as detailed in the next section below. Beyond this strict channel of communication, confidentiality must be maintained.

The member of staff must ensure that the child is safe. For example, if the disclosure were about the child's parents and made at the end of the school day, the member of staff may

consider that it is not safe for the child to go home and should make temporary alternative arrangements for the child to remain in school to allow time to discuss this with the DSL.

Next steps – notification, consultation and reporting

In all suspected cases of abuse, details must be given to the DSL without delay on My Concern. The Principal must also be notified immediately¹. Staff should not wait for a disclosure. If they have concerns, they should discuss them with the DSL early, and not wait for concerns to escalate. The DSL will contact the external body and seek further advice from the MASH/ Children’s Social Care (CSC) but it is important to note that any staff member can refer their concerns to MASH/CSC directly.

Concerns about children will usually go to the MASH team

Allegations about people who work with children will go to LADO (via SLT or Principal)

Allegations outside school or peer on peer go to DSL

GDPR cannot be an obstacle for this. The Data Protection Act 2018 and GDPR do not prevent the sharing of information where a child may be at risk or there are concerns about a child’s welfare and safety. Parental consent is not needed in order to make a referral.

Amongst other things, there may be discussion of whether an incident or pattern of incidents constitutes bullying rather than abuse and, particularly in relation to allegations of ‘peer on peer’ abuse, cyberbullying and matters of e-safety, reference should be made to our Anti-bullying Policy. In borderline cases for bullying incidents, advice should be sought, without naming the individual, before embarking on an investigation. Always bear in mind that bullying behaviour might be indicative of something else going on in that child’s life. The bully should therefore be considered a potential child in need, as well as the child being bullied.

In the case of a child considered to be at risk of serious harm, then within 24 hours, the DSL will consult with the MASH team/ Local Authority Designated Officer (LADO), and, where appropriate², directly with the Police. Discussions with the MASH/LADO can be informal and anonymous in the first instance. **Immediate action must be taken to protect a child at risk of immediate serious harm.** Where the child requires urgent medical treatment an ambulance should be called to take them to hospital.

The role of the LADO is to:

- provide advice and guidance in assessing the seriousness of any incident or allegation of significant harm or abuse of which the School becomes aware
- help co-ordinate information-sharing with the right people

¹ It will be a matter for professional judgement and circumstance as to the sequence of a staff member informing the DSLs and Principal. Both must be informed as soon as possible.

² The criteria regarding the involvement of the police is a context-driven judgment-call, but if the safety of the child is in any doubt, the police should be called.

- monitor and track any investigation with the aim to resolve it as quickly as possible

The LADO should be informed of all serious allegations that come to the School's attention, so they can consult police and children's social care services (CSC) and other agencies in accordance with Barnet Safeguarding Children Board (BSCB) policy and guidance.

The LADO will consider the nature, content and context of the allegation and agree a course of action with the DSL and any other relevant parties. The LADO may ask for 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 police need to be involved 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 allegations should be discussed with the LADO in order to help determine whether police involvement is necessary.

After discussion and agreement with the LADO, the DSL may enter into a preliminary discussion with the parents, but only if there is no risk to the child of further harm resulting out of this action. The DSL should seek to ascertain any possible additional information or explanations of the indicators which have given rise to a suspicion or allegation. These discussions are exploratory, and the DSL should be careful not to prejudice the outcome of any potential multi-agency investigation.

Allegations against members of staff

If the disclosure, or other evidence, reveals possible concerns about staff members, advice from LADO will dictate the best course of action, considering the welfare of the child. Guidance on how such an allegation should be handled can be found in Appendix 7, including specific reporting provisions for EYFS.

All allegations against staff or volunteers will be referred to the Principal or DSLs in his absence.

Where the allegation involves the DSL or the Principal, the matter must be referred directly.

In serious cases of harm, the police will be informed from the outset. The Principal will discuss with the LADO the nature, content and context of the allegation. A course of action will be agreed which may include police involvement. Parents of the child/ren involved will be contacted as soon as possible. Barnet Children's Services and/or the police may suggest extra support for those involved. Discussions will be recorded in writing and communication with the individual and the parents of the child/ren agreed.

The member of staff will be advised to contact his or her union. Suspension of a member of staff will be considered in any case where there is cause to suspect a child is at risk of significant harm. Suspension at this stage is a neutral act to allow for further investigations to take place. Alternatively, consideration will be given to offering paid leave of absence or providing a teaching assistant/colleague to work with the member of staff.

Resolution of allegations

Every effort should be made to resolve alleged cases of abuse so that they are not left open to widespread speculation which can be damaging for all parties. 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 either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- Allegations which are not determined as substantiated are not retained on a member of staff's file and are not referred to when writing a reference.

Following through on a concern

Although it is usually not possible to discuss child protection cases in full, a member of staff who has passed on information to the DSL should expect an acknowledgement and a brief and confidential update on progress or outcome. Members of staff who are dissatisfied with the manner in which concerns have been handled, or believe that a child is still at risk and continuing to suffer, are at liberty, and indeed are obliged to contact the Local Authority themselves, challenging other agencies and professionals regarding their actions (or inaction) as appropriate.³

Conflicts of interest

All adults who work within an educational context have a duty to report promptly any concerns or information about possible child abuse, whether those responsible are thought to be other children, adults, or colleagues. Our commitment to the paramount importance of the welfare of the child means that in both principle and practice it takes precedence over any other concern, relationship or reputation. Children cannot be expected to raise concerns if they are aware of staff failing to do so. Those who do not report information quickly could put children at risk and bring the School into disrepute, and may face disciplinary action.

Disqualification from Working in Childcare

³ 'Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.' *KCSIE* (September 2021).

It is the responsibility of staff to be aware of legislation⁴ regarding 'disqualification'. All staff sign to confirm they can work with children annually. It does not apply to cleaning, maintenance, admin and catering staff, unless their roles also involve childcare. 'Childcare' means all of EYFS and wraparound care up to the age of 8. Staff are expected to disclose such information to the Principal, if they believe they may be subject to disqualification between annual confirmation. The Principal will then liaise, if appropriate, with the LADO to determine the next steps.

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The Education Act 2002 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 child from the same school or college (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until a relevant authority publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

Reporting to the Disclosure and Barring Service (DBS) and to the TRA

The School is committed to reporting to the DBS (and to the TRA in the case of a teacher) within one month of their leaving the School any person (employed, contracted, a volunteer or student) whose services are no longer used because s/he is considered unsuitable to work with children. Contacts as outlined in this document.

Working with other Agencies

We contribute to inter-agency work in line with statutory guidance *Working Together to Safeguard Children 2018*. The School recognises that it is an agent of referral and not of investigation. It fully accepts that the investigation of child abuse is the responsibility of the Barnet Children's Services department and the police and will do everything possible to support and assist them in their task.

We will endeavour to build relationships with other agencies so that understanding, trust and confidence can be built which will help to secure effective co-operation. As a school, we are active members of the Barnet Safeguarding Children's Partnership (BSCP). We also take seriously issues of self-harm, and are in contact with CAMHS (Child and Adolescent Mental Health Services) and other local youth counselling services.

⁴ Childcare Act 2006 and The Childcare (Disqualification) Regulations 2009

Recruitment

Preventing unsuitable people from working with children is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is, therefore key, and the responsibility of the School Manager. DBS checks and clear reference procedures are in place. Staff responsible for this have been trained in Safer Recruitment.

School procedures for appointing staff are in line with the DfE guidance and legislation as laid down in *Keeping Children Safe in Education* (September 2021) and the guidance from the Disqualification under the Childcare Act 2006. Arrangements for checking the suitability of staff and volunteers are those of the Disclosure and Barring Service (DBS), Part 4 of the Regulations 2014 (Independent School Standards) and The Prevent Duty (2015) protocols.

New staff, temporary staff and volunteers will receive statutory training on the School's child protection and safeguarding procedures as part of their induction. All staff will be issued with the Staff Code of Conduct and sign to confirm they have read and understood Part 1 of KCSIE (September 2020 and all current staff will read part 1 updates and Annex A of KCSIE each September) and the School's Safeguarding documentation.

All activities taking place away from the School site will ensure that they have undergone the necessary checks via the Goodwyn Risk Assessment Form, distributed by the SLT. Assurance must be obtained and a record kept that appropriate child protection and safeguarding checks and procedures are carried out on any staff employed by another organisation and working with the School's children on the School site or on another site.

Contractors are vetted and if not DBS checked, they are fully supervised, or work on site at times when no children are present. They know who the DSLs are.

Visitors

All visitors are required to sign in and out of the visit at the front office. They are asked to log their name, organisation, who they are visiting and time of arrival and departure. They will be asked for a form of identification on arrival. Visitors are given a lanyard that clearly identifies them as a visitor. This should be visible at all times. Visitors without identification are politely challenged by all staff. Visitors must be accompanied at all times by a member of the school staff.

Unsupervised visitors: If the visit involves unsupervised contact with young people they will be asked to show the photographic ID badge provided by their employer and written confirmation that appropriate DBS checks have been made. Depending on their role and the organisation they are from they may be required to show an Enhanced DBS Certificate. The DBS number and date issued will be recorded and a copy of it will be made. DBS checks are often made in prior to visitors arriving on site.

The school's Code of Conduct for Adults and DfE's Guidance, 'Keeping Children Safe in Education' will be made available to read. (2014). They will be pointed towards the school's Child Protection Policy on the school's website.

Record Keeping

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (preferably within an hour), writing down as exactly as possible what was said or seen and not their assumption and interpretation, and giving the date, time and location.

Staff should note the non-verbal behaviour and the key words in the language used by the child (do not translate into 'proper terms').

Staff use MyConcern to report this and attach to it any hand-written notes. Original notes MUST be kept, signed and dated.

All records of a child protection nature should be handed to the DSL who will arrange for them to be kept securely. Some written concerns and referrals are left in a secured child protection file. Access to these records is on a 'need-to-know' basis and decisions about access will be made by the Principal and DSLs. Records should be kept for 7 years, and longer if thought necessary.

Records include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

If in any doubt about the recording requirements, staff should discuss with DSL.

When a child who is on the Child Protection Plan leaves the School, the DSLs will inform the child's new school immediately and discuss with the child's key worker the transfer of any confidential information the School may hold. The School may also wish to pass on relevant information concerning a child's welfare, in accordance with the Barnet Safeguarding Children's Partnership (BSCP) procedures.

Counselling and Support for Children, Staff and Families

Goodwyn staff are encouraged to offer sensitive advice and support to children, but should be aware that any information divulged to staff about illegal activity cannot be held in confidence and will be passed to the DSLs.

For any child undergoing a child protection referral and investigation, the need for support will be great and may be beyond what the School alone can offer. We aim to meet the need for support whenever possible to provide a secure environment in which each child feels valued and protected. We would expect full communication with social services where a child is under a social worker.

If there is a perceived need for counselling and external support, the School would, in appropriate cases, arrange guidance, professional services and or counselling.

The School will offer support where possible to the family of a child or children involved in a child protection investigation, within the time and expertise constraints of its role and always remembering the limits of confidentiality on all members of staff and the fact that it is the welfare of the child that is paramount.

This School is committed to helping parents understand its responsibility for the welfare of all children.

The DSLs will make themselves available to discuss individual children or situations with concerned members of staff. Where necessary, the School Counsellor will be involved in these discussions and give advice.

Parents/guardians will be made aware of the School's Safeguarding Policy via initial meetings with parents of new children and in the Parent handbooks. The Safeguarding Policy is also published on the School website and the Parent Portal.

Mental Health

In the KCSIE 2021, the DfE amended their definition of safeguarding to refer to mental health.

Safeguarding and promoting the welfare of children is defined for the purposes of the guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The guidance now advises that all staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Whilst it is acknowledged that 'only appropriately trained professionals should attempt to make a diagnosis of a mental health problem'. KCSIE 2021 stipulates that staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered potentially traumatic adverse childhood experiences, abuse or neglect, it is important for staff to be aware of these experiences and how they can impact on their mental health, behaviour and education.

All staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

More information can be found in the **Mental Health and Behaviour Guidance**.

Schools' responsibilities in relation to mental health

Schools have an important role to play in supporting the mental health and wellbeing of their children. Whilst there is no requirement on schools to have a standalone mental health policy, some do choose to do so. However, schools are required to produce (and in some cases publish online) a range of policies which can be used to promote and support mental health and wellbeing.

For example, the DfE advises that a school leadership team should ensure there are clear policies and processes in place to ensure that stigma is reduced and children feel

comfortable talking about mental health concerns and that children should know where to go for further information or support should they want to talk about their own, their peers', or their families mental health or wellbeing.

As mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. It is essential that staff are aware of their safeguarding responsibilities.

When schools suspect that a child is having mental health difficulties, they should not delay putting support in place.

Professional development is continuously promoted to ensure that staff are aware of some common symptoms of mental health problems: what is and isn't a cause for concern; and what to do if they think they have spotted a developing problem.

Peer on peer abuse (child on child)

All staff are aware that children can abuse other children (often referred to as peer on peer abuse). It can happen both inside and outside of school online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff understand, that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. If staff have any concerns regarding peer on peer abuse they should speak to their DSL's

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates threatens and/or encourages physical abuse)
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- For further information about sexual violence see Annex B.
For further information about sexual harassment see Annex B.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - consensual and non-consensual sharing of nude and semi-nude images and/or Videos (also known as sexting or youth produced sexual imagery)
 - upskirting, which typically involves taking a picture under a person's clothing

without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are clear as to the school's policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be clear to the procedures regarding peer on peer abuse and the role they play in preventing it and responding where they believe a child may be at risk from it with a zero tolerance approach.

All staff will be made aware of the heightened vulnerability of children with SEND, who evidence suggests are more likely to be abused/bullied than their peers. Staff will not assume that possible indicators of abuse relate to the child's SEND and will explore indicators further.

Children with SEND can face additional Safeguarding challenges and there may be additional barriers to recognising abuse and neglect in this group of children. This may include:

- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

All staff will be made aware of the heightened vulnerability of LGBTQ+ children, whose evidence suggests are also more likely to be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ children.

The school's response to sexual harassment and sexual violence between children of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Children will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children will also be reassured that they will be taken seriously, be supported and kept safe. This is also in line with Goodwyn school's Anti Bullying Policy.

Child-on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex and within intimate personal relationships between peers.

A group of children may sexually assault or sexually harass a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that

they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or have their experience minimised.

All staff working with children are advised to maintain an attitude of 'it could happen here'. Early intervention can help prevent problematic, abusive and or violent behavior in the future.

The distress experienced by children who are victims will likely find the experience stressful and distressing which is likely to adversely affect their educational attainment and will be exacerbated if the perpetrator attends the same school.

A written record will be saved on MyConcern and logged on the Sexual Abuse Record.

A risk assessment will be carried out. Victims and their parents will be central to deciding the level of support for the victim and protection of other children within school.

Child Sexual Exploitation (CSE)

For the purpose of this policy, "child sexual exploitation" is defined as: a form of sexual abuse where children are sexually exploited for money, power or status.

CSE can take many forms but the perpetrator will always hold some power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse

Goodwyn School has adopted the following procedure for handling cases of CSE, as outlined by the DfE.

1. Identifying cases

School staff are aware of and look out for the key indicators of CSE; these are as follows:

- Going missing for long periods of time or regularly going home late
- Regularly missing school/lessons
- Appearing with unexpected gifts and new possessions
- Associating with other young people involved in exploitation
- Showing mood swings or changes in emotional well-being
- Displaying inappropriate sexualised behavior

2. Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including a referral to the LA

3. Support

The LA and other necessary authorities will then handle the matter to conclusion. Goodwyn School will co-operate as needed.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

Goodwyn School will recognise that children involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognize that children of any gender are at risk of CCE.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can occur through the use of technology.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts, money or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who regularly miss school or education or do not take part in education.

Serious Violence

Through training, all staff will be made aware of the indicators which may signal a child is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increase absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in well-being
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a child's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

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

Staff members who suspect a child may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Social care

Concerns about a child's welfare are referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Where children are being harmed outside the home, school must provide as much information as possible in the referral process so that an assessment can consider all the available evidence and enable a contextual approach to address any harm.

Reasonable force

The term '**reasonable force**' covers the broad range of actions used by most teachers that involve a degree of physical contact with children.

At Goodwyn all staff can use reasonable force (no more force than needed) to prevent children from hurting themselves, or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. It is unlawful to use force as a punishment.

All staff have a duty to report the use of reasonable force to the principal and parents on the same day or as soon as reasonably practicable.

Schools can use reasonable force to:

- prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.

Homelessness

Being homeless or being at risk of becoming homeless prevents a significant risk of welfare. The safeguarding team are able to raise concerns with Barnet Housing and a referral to MASH would be appropriate. Indicators that a family may be at risk of homelessness include debt, rent arrears, domestic abuse, anti social behavior and any mention of a family moving house because “they have to.”

Children’s Family Members in Prison

These children are at risk of poor outcomes and mental health concerns. They will be a priority for monitoring and support.

Children with Social Workers

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most children. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behavior and poor mental health. We take these needs into account when making plans to support children who have a social worker.

Children who are required to give evidence in court

Children required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

The Curriculum

Staff will use many different elements of the School’s curriculum to raise children’ awareness of related issues including online safety and mental health and attempt to build their confidence, so that they have a range of contacts and strategies to ensure their own protection and the protection of others.

There are many links between this policy and other policy documents together with curriculum guidelines produced by the School. The School promotes the welfare of children through the Assembly programme, parents’ meetings and awareness evenings.

LINKS:

- This policy links with the:
- Anti-Bullying Policy
 - Attendance Policy
 - Behaviour Policy
 - Health and Safety Policy

PSHE Policy
Whistle-Blowing Policy
Online Safety Policy and Teaching Online safety in School (2019)

First Aid Policy

Prevent Duty Guidelines (2015)

Inclusion and SEND Policy

Induction Programme

Staff Code of Conduct

Recruitment Policy

Mental Health Policy and Mental Health and Behaviour in Schools guidelines (2018)

Sex and Relationships Policy

Risk Assessment Policy

Missing Child Policy

Going to Court – HM Courts and tribunals Service

Monitoring, Evaluation and Review

This policy will be reviewed annually with reference to Government guidance and Barnet Safeguarding Children's Partnership (BSCP) by the Designated Safeguarding Leads.

The Designated Safeguarding Lead will review reports and practices on the number of children affected and update the SLT. It is the responsibility of the SLT to monitor and evaluate this policy to ensure the training needs of staff are met and procedure, in relation to the reporting of incidents, is in line with current legislation.

Reviewed	September 2018 Edited September 2019 Updated September 2020 Updated November 2020 Updated February 2021 September 2021
Reviewed by	Designated Safeguarding Leads- Lisa Woolfe and Sheryl Bekhor
Next Review	September 2022

[APPENDIX 1](#)

KCSIE – Part 1 (September 2021)
Information for all school and college staff

[APPENDIX 2](#)

CATEGORIES OF ABUSE AND HARM

[APPENDIX 3](#)

RISK INDICATORS OF CHILD ABUSE

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FURTHER INFORMATION ON TYPES OF CHILD
ABUSE

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SAFEGUARDING PROCEDURE FLOWCHART

APPENDIX 6

GUIDELINES FOR APPROPRIATE COMMUNICATION

APPENDIX 7

ALLEGATIONS OF ABUSE BY STAFF

APPENDIX 8

IDEOLOGICAL HARM: RADICALISATION, EXTREMISM AND THE 'PREVENT DUTY'

APPENDIX 9

RISK INDICATORS OF BEING DRAWN INTO TERRORISM

APPENDIX 10

FURTHER INFORMATION ON SPECIFIC SAFEGUARDING TOPICS

APPENDIX 1

KEEPING CHILDREN SAFE IN EDUCATION – PART 1 (September 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf

APPENDIX 2

CATEGORIES OF ABUSE AND HARM (this could be extra-familial)

Definition- "Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children."

- **Physical abuse** (includes female genital mutilation 'FGM')
- **Emotional abuse (includes Ideological harm-** radicalisation, extremism and the 'Prevent Duty') - see Appendix 8
- **Sexual abuse** (includes child sexual exploitation 'CSE')
- **Neglect** (includes 'children missing from education')

Physical abuse

This is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, 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.

Staff are reminded that children who have been physically abused will often go to some lengths to hide or cover-up their injuries, for example by wearing long clothing even it hot weather.

FGM (Female Genital Mutilation)

Definition

FGM comprises all procedures involving partial or total removal of the extreme female genitalia or other injury to the female genital organs. This is a form of child abuse with long-lasting harmful consequences.

Physical abuse also includes female genital mutilation (**FGM**), which is an extremely harmful practice and is illegal in the UK. Despite being an embedded practice in some cultures, FGM is not a matter which can be decided by personal preference.

Staff must be alert to the indicators that a child may be at risk of FGM, and must refer any suspicions to the police and DSL⁵. A member of staff or anyone doing 'teaching work' **MUST** report to **both** the police and the DSL; there is a legal duty to report this to the police. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL, who will involve children's social care as appropriate.

Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers/teaching staff to see visual evidence, and they should **not** be examining children. The same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies".

All teaching staff includes, for example visiting music teachers, sports coaches, after school activities staff, teaching assistants and staff in EYFS if their role is defined as teaching work. More information on FGM, including the Multi-Agency Practice Guidelines, indicators of imminent risk or post-FGM trauma, and measures the DSL should consider implementing to raise awareness of FGM are available on the government website:

<https://www.gov.uk/government/publications/female-genital-mutilationguidelines>

Female Genital Mutilation (FGM) and Honour- Based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits.

Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include:

London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Key Points:

⁵ Section 5B of the Female Genital Mutilation Act 2003 (as inserted by s.74 of the Serious Crime Act 2015) places a statutory duty on teachers (and others) to report to the police where they discover that FGM has been carried out on a girl under 18.

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman’s desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

Risk Factors include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family’s country of origin
- talk about a ‘special’ event or procedure to ‘become a woman’

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an ‘authorised absence’ for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

Emotional abuse

Some level of emotional abuse will generally occur in all types of maltreatment. It may be defined as the persistent emotional maltreatment of a child such that it will cause severe and

adverse effects on the child's emotional development. It may involve a relationship with an adult which is inappropriate or grossly inconsistent; the persistent denial of love and affection; conveying that a child is worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate, or making them feel stupid. Children also suffer if they are persistently shouted at or used as scapegoats.

Emotional abuse may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, such as the observation of serious bullying, or domestic violence, or exposure to extreme horror or violence through audio-visual media. It may involve being a victim of serious bullying (including online or 'cyberbullying'), causing the child frequent feelings of humiliation or fear for their safety. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

This category of abuse may also involve the moral, economic, or ideological corruption of children. Such corruption could be for the purposes of gratification or criminality, or it might be ideologically motivated, for example through a child's exposure to propaganda promoting extremist views⁶.

Sexual abuse

Child sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in the production of, sexual images, 'sexting'⁷, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. It can also take place online or technologically to facilitate offline sexual abuse of children by children.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is **an imbalance of power in the**

⁶ Under section 29 of the Counter-Terrorism and Security Act (CTSA) 2015, staff have a statutory duty to have due regard to the need to prevent children from being drawn into terrorism. Details of how we apply this duty are explained further below.

⁷

⁷

Sexting is when a person takes an indecent image of themselves and sends it to another person/people via a mobile device. Most young people will not be aware of the consequences, including wider distribution of the image, and that they may be in criminal breach of Sexual Offences Act 2003 if they are younger than 16.

relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Under the Sexual Offences Act 2003, it is an abuse of a position of trust, and thus a criminal offence, for a member of staff to 'groom' or engage in sexual activity with a child under the age of 18. The consent of the young person (or the agreement of a parent) is irrelevant. Furthermore, a relationship between a member of staff and a child *over* the age of 18, or a recent former child, is also deemed inappropriate, and will lead to questions about that member of staff's suitability for work in an educational context.

Sexual Violence and Harassment

It is important to respond to children who harm others as they could themselves be children in need of interventions and therefore both victim and perpetrator. These types of repeated issues should be referred as a safeguarding matter to the DSL who will take further advice as needed.

At Goodwyn School we are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

We promote respectful behaviours to all through our Behaviour Policy.

Neglect

Neglect is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children missing from education

All children, regardless of their circumstances, are entitled to a full-time education. A child going missing from education is a potential indicator of neglect, and of other forms of abuse. As required by law all schools to have an admissions register and an attendance register. All children must be placed on both registers and attendance must be logged daily. Beyond general concerns of neglect arising from absences, all staff must be alert to the risks of potential safeguarding concerns triggered by children missing education such as: travelling to conflict zones, FGM and forced marriage.

The local authority must be informed of any child who is going to be deleted from the admission register where they:

- have been taken out of school/college by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school/college and no longer live within reasonable distance of the school/college at which they are registered;
- have been certified by the school/college medical officer as unlikely to be in a fit state of health to attend school/college before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school/college at the end of that period; or have been permanently excluded.
- The school must also inform the LA that if a child is missing or if the child leaves the school and does not provide the school with details of the next school. The school must obtain confirmation that the child has started at the new school, so would also inform the LA if the information about the destination school, as provided by the parents was incorrect and the child has not started there.
 - A missing child cannot be deleted from the school's register until either the child is located or the school and the LA have come to an agreement that all avenues for identifying the location of the child have been exhausted.

All schools/colleges must inform the local authority of any child who fails to attend regularly, or has been absent without the school/college's permission for a continuous period of 10 school days or more, at such format as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Domestic abuse

The definition of Domestic Abuse is:

Abusive behavior of a person towards another person (including conduct directed at someone else, e.g the person's child) where both are aged 16 or over and are personally connected.

"Abusive behavior" includes physical and sexual abuse, violent or threatening behavior, controlling or coercive behavior, economic abuse, psychological or emotional abuse, or another form of abuse. **"Personally connected"** include people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other
- Each have, or had, a parental relationship towards the same child.
- Are relatives

The school will recognize the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Forced marriage

For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into marriage. Forced marriage is classed as a crime in the UK.

As part of HBA (Honour Based Abuse), staff will be alert to the signs of forced marriage, including, but not limited to, the following.

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early.

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they must speak to DSL and local safeguarding will be followed.

The reference to forced marriage guidance has been clarified with a link to <https://www.gov.uk/guidance/forced-marriage>

APPENDIX 3 RISK INDICATORS FOR ABUSE

Physical Abuse

- Injuries, bruises, burns, bite marks which are unexplained or implausibly explained
- Repeated injuries or requests to be excused through injury, illness • Fear, watchfulness, over-anxiety to please
- Reluctance to get changed for sports etc.
- SEND (remembering that learning difficulties could be a symptom of other issues and abuse)
- Unexplained changes in behaviour or personality
- Becoming withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- Lacks social skills and has few friends, if any
- Poor bond of relationship with parent
- Running away or going missing
- Always choosing to wear clothes which cover their body

Sexual abuse

- Comments about sexual activity
- Sexual knowledge, comments, behaviour inconsistent with a child of that age
- Unexpected reaction of fear or wariness to people
- Repeated urinary or genital infections
- Pregnancy/sexually transmitted diseases
- Genital trauma
- Unexplained changes in behavior and personality
- Becoming withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- Lacks social skills and has few friends, if any
- Knowledge of adult issues inappropriate for their age
- Running away or going missing

Emotional abuse

- Withdrawn, anxious behaviour, lack of self-confidence. Mood swings.

- Challenging/disruptive/aggressive behaviour which is inconsistent with previous experience of the child
- Self-harm and eating disorders
- Demanding or attention-seeking behaviour
- Unwillingness to communicate. Secretive and reluctant to share information
- Repetitive, nervous behaviour such as rocking, hair twisting or pulling
- NB SEND children may be at extra risk
- Unexplained changes in behavior and personality
- Becoming withdrawn
- Seeming anxious
- Lacks social skills and has few friends, if any
- Poor bond or relationship with parent

Neglect

- Poor attendance or frequent absences which are implausibly explained
- Deterioration in educational progress
- Parents show little interest in child's performance⁸ or behaviour and are non-responsive or dismissive to professional concerns.
- The child's clothes are often dirty, scruffy or unsuitable for the weather
- No one seeks medical help when the child is ill or hurt
- Poor hygiene (smelly, dirty)
- The child is left alone with unsuitable carers
- The child is thin, pale, lacking in energy
- The child talks of running away
- Evidence of alcohol or other substance abuse
- Unexplained gifts of money
- Mental Health Problems
- Unexplained changes in behavior and personality
- Becoming withdrawn
- Seeming anxious
- Lacks social skills and has few friends, if any
- Poor bond or relationship with parent

Please note: this is not a comprehensive list. Staff should consult with the DSLs if in doubt about any symptoms which might be indicative of abuse.

APPENDIX 4

FURTHER INFORMATION ON TYPES OF CHILD ABUSE

This advice is taken from the [NSPCC Website](#) which is recommended in KCSIE (2021) as a suitable source for further reference and advice.

Online abuse (including while educated at home)
Child Criminal Exploitation (CCE)
Serious Youth Violence

⁸ Conversely, excessive interest from parents, along with unrealistic expectations of their child and evidence of pressure which is causing the child distress should also be given careful consideration.

Sexual abuse
Physical abuse (includes hitting, kicking, shaking, biting, hair pulling)
Honour- based Abuse
Neglect
Emotional abuse
Child sexual exploitation
Female genital mutilation (FGM)
Bullying and cyberbullying
Domestic abuse (the child could be a witness to this)
Child trafficking, Grooming and Harmful sexual behaviour
County Lines

NB Criminal Sexual Exploitation and Child Criminal Exploitation both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. County Lines is a term used to describe gangs and organized criminal networks involved in exporting illegal drugs. (See p20-21)

As well as safeguarding against neglect, physical abuse, sexual abuse and emotional abuse, school staff should have an understanding of wider safeguarding issues including:

- bullying (peer-on-peer abuse, including cyber)- this could be sexual harassment, verbal or physical abuse or sexting (part 5 KCSIE)
- racist, disability and homophobic or transphobic abuse
- gender-based violence
- trafficking and criminal exploitation, including county lines
- serious violent crime
- risks specific to the local area, such as gang activity and youth violence
- risks linked to technology and social media
- upskirting (this involves taking a picture under a person's clothing without them knowing with the intention of viewing genitals or buttocks)
- domestic abuse (refer to National Domestic Abuse Helpline)
- female genital mutilation (FGM)
- forced marriage Page 3 of 8 © 2019 NSPCC. Registered charity England and Wales 216401 and Scotland SCO37717. J2014193.
- fabricated and induced illness
- substance misuse
- homelessness
- so-called honour-based violence
- parental risk factors

APPENDIX 5
SAFEGUARDING PROCEDURE

This flowchart is designed as a quick reference guide to illustrate procedures for all staff to follow when potential child protection or safeguarding concerns which could lead to a disclosure are raised.

Member of staff
Receives information from a child
which leads to a
Disclosure



Member of staff
Makes notes, date,
time, observations,
giving verbatim speech
if possible on MyConcern



Member of staff
Informs Designated Safeguarding
Leads (DSLs)



DSLs
Collects information on child
including: name, address,
date of birth & any family
background
Checks attendance/Child
Protection Register



DSLs
Liaises with Barnet Safeguarding
Children Board



DSLs
Awaits advice, prepares
possible time and place for
interview



DSLs
Informs others as necessary - staff,
siblings, parents & organises
confidential notes

APPENDIX 6

GUIDELINES FOR APPROPRIATE COMMUNICATION

These guidelines should be read alongside the Staff Code of Conduct and Acceptable Use Agreements for Parents, Staff and Children and Photo Agreements

Matters concerning electronic communication are dealt with under the Goodwyn Online Safety Policy however, a summary of those pertaining to safeguarding and child protection are included below:

- Communication between adults and children, by whatever method, should take place within clear and explicit professional boundaries
- Adults should not share personal information with children, or request or respond to any personal information from the child, other than that which is appropriate within the professional role
- Personal information should not be shared via mobile electronic devices, webcams, Internet chat rooms, videos, digital cameras, blogs or apps. Exceptions are made during only pandemic learning.
- All communication with children and staff should remain transparent and open to scrutiny
- Any inappropriate use of electronic communication by children should be reported at once to a member of the SLT
- The use of staff personal mobile electronic devices to take or record images, video or audio footage of children in school or on trips is to be avoided. In certain circumstances, the use of personal mobile electronic devices equipment may be permitted with prior consent from a member of the SLT. In such circumstances, images must be uploaded onto the school system and deleted from the personal device as soon as possible
- All staff should be aware of the potential risks to safeguarding involved when electronic images of children are being stored on devices that are taken out of school. Every reasonable measure must be taken to ensure that images of children are not shared electronically in the public domain unless through the agreed channels as stated in our policy for the use of images of children and consented to by parents on admission
- Any concerns arising over taking or sharing of images, video and audio must be shared with a member of the SLT. The member of SLT will fully investigate discovery of nude or semi nude images and will liaise with parents whilst reporting to outside parties where necessary.
- The member of staff in charge of any activity taking place away from the School site will ensure that they have undergone the necessary checks via the Goodwyn Risk Assessment Form, distributed by the School Leadership Team
- Assurance must be obtained that appropriate child protection checks and procedures are carried out on any staff employed by another organisation and working with the School's children within the School or on another site
- Staff are to be aware of the need for appropriate permission from a member of the SLT when giving one to one tuition or coaching out-of-hours or away from the School site.
- Parental consent and permission from a member of the SLT should be obtained prior to a member of staff giving a lift to a child in their car

APPENDIX 7

IDEOLOGICAL HARM: RADICALISATION, EXTREMISM AND THE 'PREVENT DUTY'

Though not an accepted category of abuse in its own right, the vulnerability of children to being seduced by extreme ideological positions is something we take very seriously at Goodwyn. Recent government legislation means that it is helpful to include here a summary of the 'Prevent Duty' for those working in education as background information for all Goodwyn staff. Prevent training takes place every two years.

Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism. Consistent with the requirement to promote *fundamental British values*, all staff have a statutory duty to have due regard to the need to prevent children from being drawn into terrorism. In interpreting what is meant by 'due regard', we take guidance from the government's *Prevent* strategy, including the *Channel* programme, which aims to ensure that vulnerable children of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism. Success of this programme depends on effective communication and co-operation between staff, individuals, their families and (where appropriate) the Local Authority and other agencies.

Without undermining values such as freedom of speech, mutual respect and tolerance, all staff must respond to the ideological challenge of extremist views. 'Extremism' is defined 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. The definition specifically includes calls for the death of members of our armed forces, whether in this country or overseas. It also includes the notion of *non-violent* extremism, which can create an atmosphere conducive to terrorism, and can popularise views which terrorists exploit. Extremism can take many forms whether ideological, political or religious. It can manifest itself explicitly and aggressively, for example through inciting hatred or a call to arms, or through more subtle and sophisticated channels of propaganda, including social media. These channels exploit aspirational images of success, status and belonging, and personal and moral duty which can capture the imagination of young minds.

Our classrooms are safe spaces where children can understand and discuss a wide range of sensitive topics, including extremism. In the process of promoting critical thinking, and in learning how to challenge terrorist ideologies, we recognise that staff may occasionally find themselves faced with a paradox. In an educational and developmental context, it is natural for children to want to explore and question different views and beliefs, some of which may, if only hypothetically or temporarily, challenge *fundamental British values*. Staff must exercise careful professional judgment in such cases, and above all, whether inside or outside the classroom, they must be particularly alert to risk-indicators of vulnerable children and, if appropriate, must seek further guidance. This is a complex and sensitive area, and over-simplified assessments can increase, rather than reduce risk.

There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment
- Working in partnership with local authorities
- Awareness raising amongst staff.

- Protection from terrorist and extremist material when accessing the internet in school/college
- Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for children's spiritual, moral, social and cultural (SMSC) development. These aspects are addressed through our PSHE policy.

Specific tasks for the DSL relating to the Prevent Duty (2015)

The DSL should establish appropriate and proportionate measures to raise awareness of the Prevent Duty amongst staff and to achieve the following:

- assess the risk of children being drawn into terrorism. Document the risk assessment and any subsequent action plan.
- ensure that safeguarding arrangements take into account the *Prevent* policies and procedures of the Local Safeguarding Children Board (LSCB)
- ensure that staff have training that gives them the knowledge and confidence to identify⁹ children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. As a minimum, the DSL should attend WRAP (Workshop Raising Awareness of *Prevent*) training where available, and be aware of the process for referring individual cases of vulnerability to the *Channel* programme, as opposed to local Children's Services in the normal way
- ensure that there is appropriate supervision of visiting speakers to the school/college to prevent presentations (including the distribution of materials) which are not contrary to fundamental British values
- the incorporation of any necessary syllabus amendments (e.g. in citizenship, history, politics, religious education)
- protection for children from terrorist or extremist material when accessing the internet

Appendix 9

RISK INDICATORS OF BEING DRAWN INTO TERRORISM

NB references below are to 'child' which includes young people up to the age of 18.

Vulnerability

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

⁹ Where appropriate, staff should familiarise themselves with general risk indicators for vulnerability to being drawn into terrorism listed in Appendix 9

- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?
- Experiences, Behaviours and Influences
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the perpetrator/ victim of racial or religious hate crime?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child employed any methods to disguise their true identity? Has the child used documents or cover to support this?

Social Factors

- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child experience a lack of meaningful employment appropriate to their skills?
- Does the child display a lack of affinity or understanding for others, or social isolation from peer groups?

- Does the child demonstrate identity conflict and confusion normally associated with youth development?
- Does the child have any learning difficulties/ mental health support needs?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child have a history of crime, including episodes in prison?
- Is the child a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child's life has extremist view or sympathies?

More critical risk factors could included:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with the Designated Safeguarding Lead

Appendix 10

FURTHER INFORMATION ON SPECIFIC SAFEGUARDING TOPICS

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The TES website and the NSPCC website are good sources of this support.

Goodwyn staff can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health

- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking