



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

This document covers all pupils 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 2020) (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

The School's Safeguarding (Including Child Protection) Policy and Procedures will be reviewed annually by the SMT, unless an incident or new legislation requires otherwise.

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 2020))

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 pupils 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 2020). 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.

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 pupils 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, 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 pupils 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:

Designated Safeguarding Lead (DSL, including for EYFS):

Mrs Glynis Hobden 020 8959 3756

glynis@goodwyn.barnet.sch.uk

Deputy Designated Safeguarding Lead (DDSL):

Ms Lisa Woolfe 020 8959 3756

Training: Barnet Safeguarding and Child Protection for Professionals with Designated Responsibility January 2018.

law.one@goodwyn.barnet.sch.uk

Principal:

Mr Struan Robertson 020 8959 3756

sr.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

The **NCTL** can be contacted at:
National College for Teaching &
Leadership
53 – 55 Butts Road, Earlsdon Park
Coventry
CV1 3BH

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

- 1 SMT and Designated Safeguarding Lead (DSL), 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 SMT will ensure that the safeguarding policy and procedures and the efficiency with which the related duties have been discharged, are reviewed annually
- 3 SMT will ensure that any deficiencies and weaknesses in safeguarding arrangements are remedied without delay.
- 4 SMT will ensure that this Safeguarding Policy is published on the School website and is available to parents on request.

- 5 SMT 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 SMT about an allegation against a member of staff, the Principal 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 SMT 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 pupils 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 Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)

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 a Designated Safeguarding Lead (DSL) (Glynis Hobden) and a Deputy Safeguarding Lead (Lisa Woolfe.) 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 pupil 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 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 pupil files. She also ensures that a note is made on pupil 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 should be transferred separately from the main pupil 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 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 The DSL and DDSLs receive updated Senior Designated Safeguarding Training from Barnet Safeguarding Children Board at least every two years. This training is in child protection, safeguarding and inter-agency working in line with BSCB agreed procedures.
- 2 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 School's safeguarding policies and procedures (which incorporates the Staff Code of Conduct and Whistle Blowing Procedure), the identity and role of the Designated Safeguarding Lead, a copy of Part 1 of 'Keeping Children Safe in Education' (September 2020) and the signing of a 'Disqualification' statement.
- 3 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. Records are kept in HR folders.

- 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 new reporting requirements with regard to known cases of FGM ([see KCSIE Guidance](#)) page 28 of this document for further details)
- 9 All staff are made aware of the requirements of the government advice for schools and childcare providers on preventing children and young people from being drawn into terrorism. 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 and include specific advice on the use of images in the Early Years Foundation Stage (EYFS).

In the EYFS, school mobile electronic devices are used to capture images of children learning. These images are used as evidence for their EYFS Learning Journals, their online profile of development and 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 EYFS.

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 pupils. Parents will be informed if it was necessary to use minimal force to protect a pupil from injury or to prevent a pupil from harming others.

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, 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 complete a **Disclosure Form immediately**. These can be found in the Staff Room Folder, and in our resource drive.

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 not be taken while the child is speaking, as this can put unhelpful pressure on the child by formalising the situation.

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.

Next steps – notification, consultation and reporting

In all suspected cases of abuse, details must be given to the DSL without delay on a **Disclosure Form**. 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 Head if Principal or Principal if not)

Allegations outside school or peer on peer go to DSL

(GDPR cannot be an obstacle for this).

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,

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

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
- 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, it is important that no discussion should take place with the individual concerned until the DSL agrees to this course of action, after 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 DSL 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

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.

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. Alternatively, consideration will be given to offering paid leave of absence or providing a teaching assistant/colleague to work with the member of staff. If a member of staff is involved in the supervision of boarding pupils, the School will provide alternative accommodation away from the School site.

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

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. Pupils cannot be expected to raise concerns if they are aware of staff failing to do so. Those who do not report information

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.' *KCS/E* (September 2020).

quickly could put children at risk and bring the School into disrepute, and may face disciplinary action.

Disqualification from Working in Childcare

It is the responsibility of staff to be aware of legislation⁴ regarding 'disqualification'. All staff sign to confirm they can work with children annually. 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 pupil 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 National College for Teaching and Leadership

The School is committed to reporting to the DBS (and to the National College for Teaching and Leadership 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 2015*. 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

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

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 Board (BSCB). 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.

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 2020) 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 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 SMT. Assurance must be obtained 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 pupils on the School site or on another site.

Visiting speakers are checked as suitable and supervised at all times in school. Contractors know who the DSLs are.

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 pupil (do not translate into 'proper terms').

Staff should use the Disclosure Form, available from DSL and in the staff room and on the shared drive, 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. Access to these records is on a 'need-to-know' basis and decisions about access will be made by the Principal and DSL. Records should be kept for 7 years, and longer if thought necessary.

When a child who is on the Child Protection Plan leaves the School, the DSL 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 Board (BSCB) procedures.

Counselling and Support for Children, Staff and Families

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

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 pupils.

The DSL will, whenever possible, make herself available to discuss individual children or situations with concerned members of staff.

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

The Curriculum

Staff will use many different elements of the School's curriculum to raise pupils' awareness of related issues including e-safety 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

First Aid Policy

Prevent Duty Guidelines (2015)

Inclusion and SEND Policy

Induction Programme

Staff Code of Conduct

Recruitment Policy

Mental Health Policy

RSE Policy

Monitoring, Evaluation and Review

This policy will be reviewed annually with reference to Government guidance and Barnet Safeguarding Children's Board (BSCB) by the Designated Safeguarding Lead.

The Designated Safeguarding Lead will review reports and practices on the number of pupils affected and update the SMT. It is the responsibility of the SMT 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
Reviewed by	SMT
Next Review	September 2021

List of Appendices

<u>APPENDIX 1</u>	KCSIE – Part 1 (September 2020) Information for all school and college staff
<u>APPENDIX 2</u>	CATEGORIES OF ABUSE AND HARM
<u>APPENDIX 3</u>	RISK INDICATORS OF CHILD ABUSE
<u>APPENDIX 4</u>	FURTHER INFORMATION ON TYPES OF CHILD ABUSE
<u>APPENDIX 5</u>	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 1

KEEPING CHILDREN SAFE IN EDUCATION – PART 1 (September 2020)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

APPENDIX 2

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

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')

Risk indicators of child abuse are included in [Appendix 3](#)

Physical abuse

This is a form of abuse which may involve hitting, shaking, throwing, poisoning, hair pulling, kicking, burning, scalding, drowning, suffocating, excessive physical constraint, or otherwise causing physical harm to a child. It may involve consumption of drugs or alcohol. 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 in hot weather.

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 DSL⁵. More information

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.

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>

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.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. It can also take place online or technically 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

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.

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 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 pupil 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 pupil over the age of 18, or a recent former pupil, 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.

Female Genital Mutilation (FGM) and Honour- Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. 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 HBV, or already having suffered HBV.

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:

- 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

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 pupils 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.

Notification should be made as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools/colleges must inform the local authority of any pupil 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 intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

APPENDIX 3

Risk indicators of child 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)

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

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

General indicators of abuse or 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

Please note: this is not a comprehensive list. Staff should consult with the DSL 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 (2020) as a suitable source for further reference and advice.

- Online abuse (including while educated at home)
 - Child Criminal Exploitation (CCE)
 - Serious Youth Violence
 - Sexual abuse
- Physical abuse (includes hitting, kicking, shaking, biting, hair pulling)
 - Honour- based Violence
- Neglect

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.

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

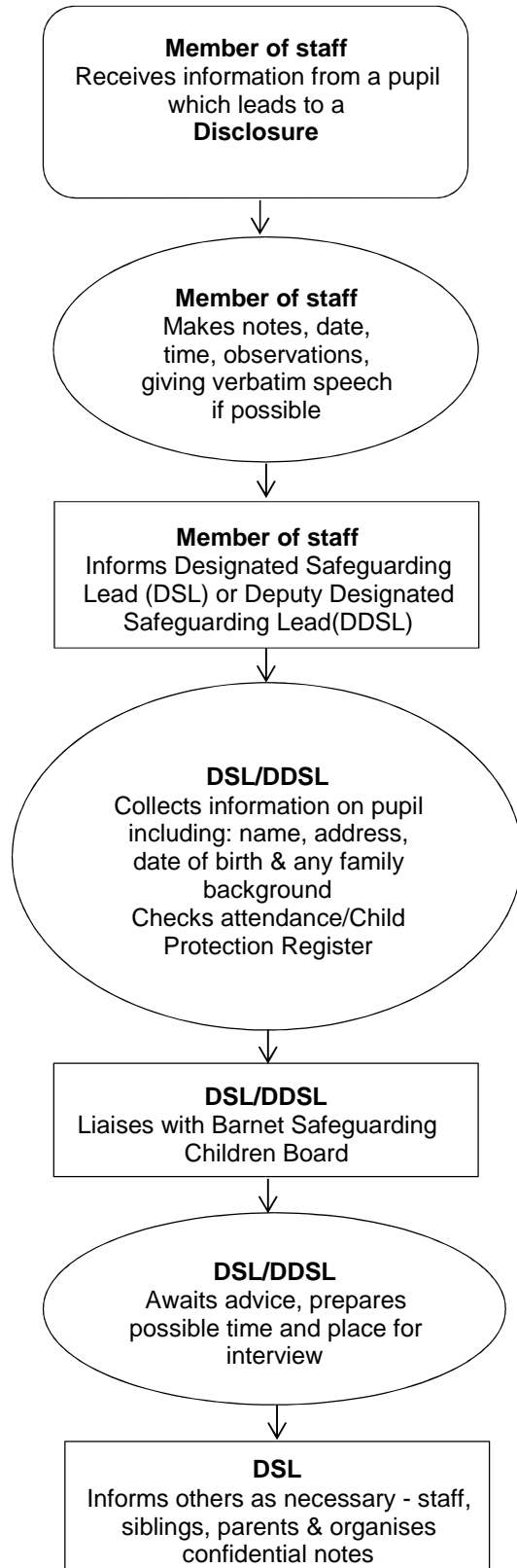
NB Criminal Sexual Exploitation and Child Criminal Exploitation both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. County Lines is a term used to describe gangs and organized criminal networks involved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

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.



APPENDIX 6

GUIDELINES FOR APPROPRIATE COMMUNICATION

These guidelines should be read alongside the Staff Code of Conduct.

Matters concerning electronic communication are dealt with under the Goodwyn Online Safety Policy and Mobile Electronic Devices 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
- All communication with pupils 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 SMT
- The use of staff personal mobile electronic devices to take or record images, video or audio footage of pupils 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 SMT. 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 pupils 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
- In the EYFS, school mobile electronic devices are used to capture images of children learning. These images are used as evidence for their EYFS Learning Journals, their online profile of development and some display and marketing 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 E-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 EYFS.
- Any concerns arising over taking or sharing of images, video and audio must be shared with a member of the SMT
- 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 pupils within the School or on another site
- Staff are to be aware of the need for appropriate permission from a member of the SMT 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 SMT should be obtained prior to a member of staff giving a lift to a pupil in their car

Appendix 7

ALLEGATIONS OF ABUSE BY STAFF

While considerations of child protection must always be paramount, reasonable care must also be taken to safeguard staff against the effects of false and malicious allegations. However, if it is suspected or alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child; or
- possibly committed a criminal offence against, or related to, a child; or
- behaved towards a child in a way that suggests the staff-member might pose a risk of harm if they were to work regularly or closely with children;

then the matter must be brought promptly and confidentially to the notice of the DSL.

It is entirely possible that a person making an allegation or disclosure which involves a work colleague will judge that the information is of a nature sufficiently grave or confidential as to warrant bypassing the DSL and informing the Principal directly. What is important is that, one way or another, the Principal receives the information immediately.

If the DSL is the subject of the allegation, then the Principal will of course need to be informed directly.

In accordance with the EYFS Statutory Framework (2017) section 3.8, a report must be made to Ofsted of any allegation of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegation relates to harm or abuse committed on the premises or elsewhere). The notification should include action taken, and be made as soon as reasonably practicable, but at the latest within 14 days of the allegations being made. Failure to comply with this requirement constitutes a statutory offence.

Communication with the alleged abuser

The staff-member should not be told of the allegations until the DSL agrees to this course of action, after considering the welfare of the child. The expectation is that in most cases the employee will be immediately informed of any allegations, but in the case of alleged sexual abuse, (or other rare cases requiring special action to protect a child), the DSL will ask for a delay in informing the alleged perpetrator to ensure that the child is protected, and evidence secured. Such delay should be kept to an absolute minimum, and in such cases a week would be regarded as a long time, unless there are special circumstances.

Communication with outside parties

The DSL (or member of SMT) will contact the LADO within 24 hours if and when it is believed that a member of staff has behaved in a way that has or could have harmed a child, or possibly committed a criminal offence against a child, or conducted themselves in such a way as to suggest they are not suited to working in an educational establishment.

The DSL/ SMT member will coordinate any investigation with the appropriate LADO(s), the police and any other agencies that are involved, and will act as a channel of communication with the School. It would normally be the case that in the event of an allegation against a staff-member which is likely to require full operation of the Child Protection Procedures, there will be an inter-agency planning meeting, to which the Principal or SMT member will be invited, and which will determine the appropriate action.

Suspension

If a matter is referred for formal investigation under the Child Protection procedures, consideration should be given to suspending the employee until investigations have been completed. Suspension does not imply a finding of guilt but is intended to enable a dispassionate investigation of the facts, unimpeded by interpersonal tensions. Any employee who is suspended must be informed immediately for the reason for suspension. A member of staff suspended in such a context must not remain on the School premises.

If the case is not referred under the Child Protection arrangements, but in the professional opinion of the Principal further action is necessary, then the allegation will be investigated under the disciplinary/complaints procedures. Clearly any case of striking or otherwise physically chastising a child is at first sight a reason for disciplinary investigation.

At any stage in the process, as soon as it becomes clear to the Principal that the conduct of the employee could be regarded as gross misconduct (i.e. conduct which if proven goes to the root of the contract of employment), then it is important that the employee is suspended. If this is not done, it could undermine the case for dismissal, because the employer has not immediately treated the alleged conduct as so serious as to require suspension. Clearly the decision on suspension will only be made once it is established there is a case to be investigated. So such action will only follow the initial gathering of the facts to determine that the alleged misconduct could have occurred, and that there is evidence which needs investigation. It must be re-emphasised that taking such action does not imply any finding of guilt.

Support for the member of staff

The Principal must ensure that the member of staff is provided with the opportunity for personal support by someone who is not involved in pursuing the allegation. This should be additional to ensuring the employee has the opportunity to contact their trade union or professional association.

Resolution of the investigation

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. If the allegation is judged to have been malicious, false, or unsubstantiated, then a confidential record will be kept but the decision will not affect the member of staff's employment.

If the allegation is substantiated, and the member of staff resigns or is asked to leave on the grounds that he or she has caused harm, engaged in criminal behaviour, or is otherwise no longer considered suitable to work with children, then the Principal will, within one month, write a report giving the details of the case to both the Disclosure and Barring Service, and, as appropriate, the National College for Teaching and Leadership or other professional body. In such cases the School will not enter into settlement or compromise agreements, and will refer to substantiated allegations in any reference provided for employment involving children or vulnerable adults.

Appendix 8

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 new 'Prevent Duty' for those working in education as background information for all Goodwyn staff.

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 pupils' 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
- 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?

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

- 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