



# The Eden SDA School

## Safeguarding and Child Protection Policy

<b>Purpose:</b>	To acknowledge our commitment to ensuring our responsibility and duty of care to protect and safeguard the welfare of all our children.
<b>Approval Body:</b>	Board of Governors
<b>SLT Lead Person:</b>	Mrs Lynthia Grant
<b>Lead Governor for Policy:</b>	Mrs. Gina Abbequaye
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## Introduction

All staff understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Child Protection Lead. All staff receive a copy of Keeping Children Safe in Education – September 2020. Staff should also be aware of the document: LCSB Child Protection procedures for staff working in Children’s Schools and Family settings September 2018 (With effect from End of September 2019 the LCSB will start to be replaced by Safeguarding Partners).

The policy is in response to:

- i) Section 175 and 157 of the Education Act 2002, implements June 004
- ii) ‘Safeguarding Children and Safer recruitment in Education’ issued by DfES 2007

It is in line with the above and

- The Ealing Safeguarding Children’s Board of Child Protection Procedures [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk);
- “Working together to Safeguard Children” 2019;
- “Dealing with Allegations of Abuse against Teachers and Other Staff” DfES July 2011;
- ‘What To Do if You are worried a Child is Being Abused’ 2006;
- Recommendations from national and local Serious Case Reviews

Early years Foundation Stage:

- School complies with the Early Year Foundation Stage Section 3- The Safeguarding and Welfare Requirement” September 2012
- Where the Early Years’ provision is registered with OFSTED, the school and registered provider comply with EYFS Section 3

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

‘Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education setting; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.



## **SCHOOL COMMITMENT**

The Designated Senior person for Child Protection is Mrs Lynthia Grant, Deputy-Head Teacher and the person who deputises in her absence is Mrs Laura Osei- Headteacher/ or Ms Sharon Davis. The Lead Governor is Mrs Gina Abbequaye.

At The Eden SDA School we are committed to Safeguarding children and young people and we expect everyone who works in our school to share this commitment. We aim to create a culture of vigilance.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Education Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

### **Section 1**

#### **PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

##### **1. Safer Recruitment and Selection**

The school pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' January 2007 and the Protection of Freedoms Act 2012. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteer and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character reference, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking ISA Children's List and DBS checks.

Early Years' staff are made aware that they are required to notify the line manager of any convictions or cautions during employment. For those who drive on business at any point during their employment (Ealing community Transport vehicle or own vehicle,) this includes motoring offences dealt with through the courts and penalty points on driving licences- whether awarded by a court or through fixed penalty point on driving licences- whether awarded by court or through fixed penalty notices.

The school has regard for Value Based interviewing [www.nspcc.org.uk](http://www.nspcc.org.uk) and has full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007

Statutory changes, underpinned by regulations, are that:

- A DBS Enhanced Disclosure is obtained for **all** new paid appointments to the school's workforce,
- A DBS Enhanced Disclosure is obtained for **all** volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity (see pg 49 of above guidance)
- Schools will ensure that any contracted staff are DBS checked where appropriate (see pg. 53 of above guidance)
- Schools must keep a single central record detailing a range of checks carried out on their staff
- All new appointments to the school workforce who have lived outside of the UK are subject to additional checks as appropriate
- Schools must satisfy themselves that supply staff have undergone the necessary checks
- Identity checks must be carried out on all appointments to the school workforce before the appointment is made
- Since January 2010 it has been mandatory that any appointments of maintain school staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment. OFSTED will request evidence as part of their inspection that each recruitment panel meets this requirement.

Mrs Laura Osei (Head Teacher) and Mrs Lynthia Grant (Deputy Head) and Mrs Verona Hoilett, and Ms Sharon Davis (School Governor) have undertaken the safer recruitment training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

## **2. Safer Working Practice**

The school has adopted and made all staff and volunteers aware of the DCSF "Guidance for Safer Working Practice for Adults Who work with Children and Young People in Education

Briefing: The role of schools, colleges and academies in protecting children from grooming and entrapment [www.nspcc.org.uk](http://www.nspcc.org.uk) to ensure that staff are safe and aware of behaviours which should be avoided.

Safer working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid and conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;

### **3. Safeguarding Information for pupils**

At The Eden SDA School pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

The pupils are taught in PSCHEE how to recognise when they are at risk: eg:

- 1) Inappropriate touching of personal body parts by adults or peers, by family members or staff members;
- 2) Invitation online to meet a stranger or to participate in sexually explicit activities online;
- 3) Pushed to participate in gang-related activities and grooming especially when warned to keep it a secret.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, the right to be listened to and heard and what steps can be taken to protect them from harm.

#### **Contextual Safeguarding**

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils. This is known as Contextual safeguarding and is referred to in Working Together to Safeguard Children (2018); and in Keeping Children Safe in Education (2020).

The Eden school PSHCEE materials that we use to help pupils learn how to keep safe are available at

<http://www.education.gov.uk/search/results?q=PSHE>

<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/health>

NSPCC Child Line Schools' Service available for Primary Schools contact:

See appendix 3 and the following information is made available for pupils:

Help lines, posters, NSPCC, HSSW

School's arrangements for consulting with and listening to pupils are: School Council, circle time, PSHCEE and Tutor Groups.

We make pupils aware of these arrangements by discussing them in circle time/Worship Assemblies, working through teaching/ non-teaching staff and in Tutor periods.

#### **4. Partnership with Parents**

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Parents are made aware of our 'open doors' policy to discuss with the Head Teacher concerns they have and of the role of the school in safeguarding children. We signpost to agencies including social care, health and the police and parents know of our commitment to ensuring the welfare of children through posters, newsletters and other literature available by alerting them to the information for parent on:

NYSCB [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)

CEOP [www.ceop.gov.uk](http://www.ceop.gov.uk)

Parents Protect [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

<http://www.direct.gov.uk/en/Parent/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm>

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (See section 3: 3 Action by Senior Designated Person)

We encourage parents to discuss any concerns they may have with the Head, class teacher or a trusted adult in the school or with the relevant agency workers.

We make parents aware of our policy through our prospectus and website in newsletters and parents are made aware that they can view this policy on request.

## **Sample insert for school brochure**

The Eden SDA School is committed to ensuring the welfare and safety of all children in school. All schools in the Local Authority, including The Eden School, follow the Ealing Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ran. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and /or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always maintain a positive relationship with all parents. The school's child protection policy is available on request.

### **5. Partnership with others**

The school recognises that it is essential to establish positive and effective working relationships with other agencies, we work closely with the LA, health, police, social care and EYFS and have built strong links and relationships with personnel from many of these agencies.

### **6. School Training and induction**

The school's Designated Person for Child protection undertakes basic child protection training and attends training in inter-agency working (to standards agreed by the ESCB) and refresher training at least every 2 years.

All other school staff, including non-teaching staff and school governor, undertake the Online Safeguarding Training Course to equip them to carry out their responsibilities for child protection effectively.

The Head Teacher and all staff undertake refresher training at 3 yearly intervals.

The Chair of Governors/Nominated Governor for child protection attends training in the "Role and Responsibilities of Governing Body for child protection".

**Basic awareness online training** [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

Child Protection/Whole school training must ensure staff are able to:

- Understand the policy and procedures;
- Understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
- Identify signs of possible abuse and neglect at the earliest opportunity;
- Respond in a timely and appropriate way including appropriate communication with children
- Understand the role of DSP;

- Be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures;
- Comply with record keeping requirements;
- Recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images;
- Recognise normal and concerning sexual behaviours of children
- Have up-to-date knowledge of safeguarding issues

E-safety training available from Ealing LA.

All staff (including temporary staff, school governors and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangement on induction.

## **7. Supervision, Support and advice for staff**

At The Eden School, supervision provides support, coaching and training for staff and promotes the interests of children and fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

Supervision provides opportunities for staff to:

- Discuss any issues – particularly concerning children’s development or well-being;
- Identify solutions to address issues as they arise; and
- Receive coaching to improve their personal effectiveness.

Regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff.

Staff will be supported and supervised by the Head Teacher, Mrs. Laura Osei and the Deputy Head Mrs Lynthia Grant and the SLT.

The designated senior person will be supported by the Governor with Safeguarding responsibility

**Child Protection advice and support is available from:**

**ESCB: 020-8583-6600**

**Out of Hours Emergency Duty Team: 020-8583-2222**

## **8. Related School Policies**

‘Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses all aspects of pupils’ health, safety and well-being including:

- The rigour with which absences are followed up;
- Adopting appropriate arrangements to ensure the security of school premises;
- Ensuring freedom from bullying, including any form of abuse, harassment and discrimination;
- Implementing appropriate procedures to manage any complex or challenging behaviour, including the use of physical intervention to safeguarding pupils and staff;
- Providing effective guidance to pupils on risky behaviours and having robust procedures for dealing with them, including drug and substance misuse and e-safety;
- Having robust procedures to ensure pupils’ safety when engaged in learning beyond the classroom, such as educational visits or work experience;

- Meeting the needs of the pupils with medical conditions, including the provision of the intimate care;
- Ensuring the safe working practices are adopted by all staff;
- Providing first aid;
- Dealing with any issues which may be specific to a local area or population, for example gang activity.

*Safeguarding Children and Safer Recruitment in Education DfES 2007*

*Working Together to Safeguard Children (2019)*

*Other related school policies and arrangements include E-safety, confidentiality, admissions, exclusions, behaviour management*

### **The use of mobile phones and cameras in the school**

All staff, volunteers and pupils comply with the

- Acceptable User Agreement – ICT and E Technology Example

Acceptable Use Policies

- DCSSF “Guidance for safer working practice for adults who work with children and Young people in Education.

### **Children missing from education**

The school follows the Ealing LA procedure “Children Who May Be Missing/Lost From Contact: The school has a procedure to be followed in the event of a parent and /or carer failing to collect a child going missing at, or away from, the school/Early Years’ provision. Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school's location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards);  
or
  - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

### **Confidentiality**

School has regard to DfES guidance on Information Sharing at <http://www.education.gov.uk/childrenandyoungpeople/strategy/integrateworking/a0072915/information-sharing>

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration."

The school policy indicates:

- a) When information must be shared with police and Social care where the child/young person is/may be at risk of significant harm
- b) When the pupil's and/or parent's confidentiality must not be breached
- c) The school's information sharing policy is based on the guidance document 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2015).

### **9. Pupil information**

In order to keep children safe and provide appropriate care for them the school requires accurate and up-to-date information regarding:

- Names (including any previous names), address and the of birth of child
- Names and contact details of persons with whom he child normally lives
- Name and contact detail of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any person authorised to collect the child from school (if different from above)

- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order injunctions etc.)
- If the child is or has been subject to a Child Protection Plan (formerly known as being on the Child Protection Register)
- Name and contact details of key person in other agencies, including GP
- Another other factors which may impact on the safety and welfare of the child

The school will collate, store and agree to this information in line with NYCC Data Protection and Information Governance Policies.

## **10. Roles and Responsibility**

### **Governing Body should ensure that:**

- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- A senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- Staff undertake appropriate child protection training;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- A governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Head Teacher
- Where services or activities are provided on the school premises by another body, body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged (ref. Schools' Safeguarding Checklist Appendix 4)

Head Teacher should ensure that:

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
  - Sufficient resources and time are allocated to enable the designate person and other staff to discharge their responsibilities; and
  - All staff and volunteers
- 
- Fully comply with the school's policies and procedures
  - Attend appropriate training
  - Inform the designated person of any concerns

## Section 2

### IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teacher and other adults in school are well placed to observe any physical, emotional, mental or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

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.

#### Early Help Process

The role of schools in the early help process “Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.”

Working Together to Safeguard Children (DfE, 2015) Schools provide universal services to children as part of their safeguarding approach. This includes the ways in which the school teaches pupils to stay safe, keep others safe and promote a safe culture through their policies and procedures. Sometimes children and families require some support and intervention in addition to the above and schools can sometimes provide this from within their resources.

This additional support could be put in place to improve a child’s attendance or behaviour or increase engagement with families with the aim of making school life a more positive experience. It requires multi-agency working so that children and families receive the right support at the right time, in order to prevent difficulties from escalating or needs from increasing. In a school setting, this might include nurture groups, breakfast or after school activities, social skills groups or family learning opportunities.

Since schools already have regular contact and good relationships with children and families they can often be the most suitable place for some early help to take place. The early help process The process for accessing early help will vary in different Local Authorities (LA). Each LA is required to have strategy for early help and procedures for referral and assessment.

Many LAs have an early help hub on their website. School responsibilities The designated safeguarding lead (DSL) needs to know about:

- The LA strategy for early help
- The process for making early help referrals
- The early help assessment process
- How the LA expects schools to be part of the early help strategy

## Definitions

As in the Children's Act 1989 and 2004, a child is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

Abuse and neglect are forms 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 a stranger for example via the internet. They may be abused by an adult or adults, or another child or children.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunity to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's development 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. It may involve serious bullying (including cyber bullying), causing corruption of children. Some level of emotional abuse is involved in all maltreatment of a child, though it may occur alone.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in a sexually inappropriate way, or grooming a child in preparation for abuse (including via internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Keeping Children Safe, (2018) Annexe A

### **Child Sexual Exploitation (CSE)**

The staff at The Eden SDA School is vigilant and aware of the signs of Child Sexual Exploitation.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and

- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

### **Child Criminal Exploitation**

Staff are made aware of the criminal exploitation of children as vulnerable persons from gangs who move into drug markets outside the urban areas where they are less known to the police. There they groom and coerce vulnerable children and young people to sell their drugs. Staff are on the alert to report any inkling of concern in this regard to the DSL as a matter of urgency.

The definition of Child Criminal Exploitation, **which can be found on KCSIE (2020) page 83**, is:

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.

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

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **County Lines**

'County Lines' is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85.

### **Domestic Abuse**

The definition of Domestic Abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

(See KCSIE (2020) page 86)

### **Mental Health**

All staff The Eden SDA School 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.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

**If the staff member picks up signs of a student not behaving or working as they usually do, if the pupil seems distracted, confused, weepy or very silent and not mixing with his or her peers, this matter must be brought to the immediate attention of the Designated safeguarding Lead or Deputy.**

### **Children who have a Social Worker are potentially at Greater Risk of Harm**

At The Eden SDA School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

The Designated Safeguarding Lead creates a special file on these children and Form-Tutors are required to make note of any signs of concern from them and report immediately to the Designated Lead.

The Designated Lead will often visit the classes of such children to observe them at work or play and these children will receive a mentor for support throughout their time at school.

## **FGM**

Our staff and Governors understand and are aware of Female genital mutilation which refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

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

## **Symptoms of FGM**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.

- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

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 HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

## **Forced Marriages**

What is forced marriage? As defined in Keeping Children Safe in Education (2020, DfE) 'Forced marriage is one 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 a marriage'. Forced marriage should not be confused with an arranged marriage, which is where the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people. Forced marriage is illegal in the UK under the 2014 Anti-Social Behaviour, Crime and Policing Act.

Forced marriage involving a young person under the age of 18 is child abuse and schools should respond to concerns in line with their safeguarding policy and procedures and follow local protocols issued by local police and/or the Safeguarding Partners. School ethos, policy and training Identifying whether a child or young person is facing the likelihood of a forced marriage is complex. The biggest problem facing victims of planned forced marriage is isolation and pupils or students often believe that they have no-one to speak to about their situation. Only rarely will the student disclose fear of forced marriage and this is why it is important to be alert to some of the signs and indicators. Schools are well placed to notice indicators which may present within the school setting and staff need to be confident in recognising and responding appropriately. Schools should work to create an open and supportive environment where children or young people are encouraged to speak out about any concerns they may have.

Schools' child protection policies should ensure that the subject of forced marriage is included, with relevant signposting to support documents. The designated safeguarding lead should be familiar with the subject, including any local procedures and should disseminate information to staff.

**Recognising possible signs and indicators Multi-agency statutory guidance on Forced Marriage (see useful links) contains detailed information on signs and indicators.**

Below are some which are particularly relevant to schools:

- Truancy, running away, absence and persistent unexplained or suspicious absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays.
- Surveillance by siblings or cousins at school.
- Constant surveillance of girls or young women by accompanying them to and from school/college, and even during lunch breaks.
- Having siblings who have been forced to marry
  - Decline in behaviour, engagement, performance or punctuality, unexpectedly poor exam results.
- Anxiety, depression, low self-esteem, self-harming, eating disorders, substance misuse, isolation, attempted suicide.
- Being withdrawn from school by those with parental responsibility.
- Not allowed to attend extracurricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to further/higher education. Pupils with learning or physical disabilities may be more vulnerable to being forced into marriage. How to respond to concerns / disclosures about forced marriage Members of staff should report concerns to the designated safeguarding lead. The designated safeguarding lead should consider:
  - Signposting the student to specialist advice and information centres.
  - Contacting the Forced Marriage Unit on 020 7008 0230 where experienced case workers will be able to offer support and guidance.
  - Contacting the Foreign Office Response Centre on 020 7008 1500 for out-of hours referrals.
  - Calling the Police on 999 if a child is in immediate danger

**The Eden SDA School is aware of the need to respond to concerns relating to forced marriage and understands that it is illegal, a form of child abuse and a breach of children's rights. The Eden SDA School should:**

- ensure that everyone is aware that the practice is illegal in England
- ensure that the designated safeguarding lead is trained to recognise and respond appropriately should suspicions arise
- promote awareness through training and access to resources
- include relevant information within the child protection policy
- ensure that the signs and indicators are known and recognised
- ensure that where appropriate pupils are
  - encouraged to seek help and support
- ensure that everyone is aware that any suspicions should be reported to the designated safeguarding lead

- understand that sharing information with a parent or member of the family is not appropriate and should ensure that decisions of this nature are made by Children’s Social Care, the police or the Forced Marriage Unit.

The designated safeguarding lead is aware of the serious nature of forced marriage and alert to the presenting signs and indicators which may indicate a pupil is at risk

The school displays information about pupils’ sharing worries or concerns and has a confidential reporting box

Concerns about forced marriage are reported as other child protection concerns in line with the school or college’s policy

Consideration of including the topic of forced marriage in PSHE sessions within child protection teaching, in an age-appropriate way and in the context of keeping pupils safe

Support is in place for teaching staff who encounter this form of abuse in their work with pupils

The subject is regularly reviewed and addressed through staff development opportunities

### **Children Missing in Education (CME)**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

- 1 Staff who understand what to do when children do not attend regularly
- 2 Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- 3 Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- 4 Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school’s location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or
  - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

## **Prevent Duty**

### **Our staff are aware and receive Prevent Duty Training:**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

#### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others

- verbalising anti-Western or anti-British views
- advocating violence towards others

### **Children and Young People with Special Educational Needs and Disabilities**

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.

At The Eden SDA School we identify pupils who might need more support to be kept safe or to keep themselves safe by:

*Our TAs and teachers are given identified students to mentor who may be vulnerable and they build a relationship with them so that the students are more likely to look to them for support or to confide in. Those students are more likely to be receiving counselling from our 2 in-house counsellors.*

### **Peer on Peer Abuse**

Staff have been made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment (May 2018);
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At The Eden SDA School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At The Eden SDA School we will support the victims of peer on peer abuse by *educating our students in worship/assembly sessions/in PSCHEE classes and during special weeks of emphasis of the dangers of such abuse and how to report it. As a staff team we are vigilant and alert to all forms of bullying and take decisive and stringent action to re-educate the aggressor and to support and embolden the victim.*

### **Sexting**

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety now known as the UKCIS Guidance published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### **The Role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead is responsible for safeguarding and child protection at The Eden SDA School. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

**There are two Designated Safeguarding Leads: Mrs Lynthia Grant and Deputies: Mrs Laura Osei and Ms Sharon Davis. The named Governor for Safeguarding is Mrs Gina Abbequaye**

## **Reporting Concerns**

When adults in the school have a concern about a child or young person they should

- 1) inform their Senior Leader of the department:
- 2) Complete a concern form in writing or make an entry in the school's electronic recording system - ScholarPack within 10 minutes.

Concern Forms can be found in the School Office or Staff-Room.

- 3) The DSL should be informed that a concern has been raised by the member of the SLT concerned;

If the DSL is not available or not on site – the concerns must be reported to one of the Deputies immediately.

Where the school uses an online system for recording concerns, the policy should reference how this should be used. Scholar Pack has a reporting facility which the Designated Lead checks each day. However, to ensure speedy action, the Senior Leader is responsible for ensuring that the DL receives the information as a matter of urgency.

## **Fabricated/ Induced Illness**

The role of schools, academies and colleges in England in responding to concerns relating to fabricated/induced illness (FII) Fabricated or induced illness in children is a difficult and complex subject but schools can play a key role in recognising concerns that may relate to this rare form of child abuse. Fabricated/induced illness occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child's carer. Research shows that it is usually, though not exclusively, carried out by a female carer, usually the child's mother. FII includes:

- Fabrication of signs and symptoms of illness, including fabrication of a child's medical history
- Fabrication and falsification of medical records, letters and test results
- Deliberately inducing illness in the child

School ethos, policy and training Although symptoms may not be visible in a school context, schools should create an ethos that encourages all staff to feel confident in expressing concerns of this nature no matter how far-fetched they may believe they are. Fabricated or induced illness is a form of child abuse and it should be included in schools' child protection policies, procedures and training. What are the school's legal responsibilities? Schools' legal responsibilities are set out in Safeguarding Children in whom Illness is Fabricated or Induced (HM Government, 2008). Preventative measures Schools should promote an ethos which encourages children and young people to approach staff with any concerns they may have.

Recognition of possible signs and indicators The signs and indicators of FII can be ambiguous. School staff are particularly well placed to notice outward signs of harm or to observe if a child is repeatedly unwell for no apparent reason. The following factors may alert you to the possibility of FII:

- Frequent and unexplained absences from school, and from particular lessons/activities, especially PE
- Regular absences to keep a doctor's or a hospital appointment, where no reason has been given.
- Regular failures to keep medical and other health related appointments e.g. opticians, physiotherapists.
- Refusal of permission for school medicals and/or other school based health related checks (e.g. hearing).
- Repeated claims by the parent/s that a child is frequently unwell and requires medical attention for symptoms which are vague or difficult to diagnose.
  - Frequent illness, exaggeration of symptoms or excessive treatments or ailments not consistent with the child's general health or, in relation to a child's disability.
- Parent/carer alleges the child has psychological difficulties.
- The child's supposed symptoms are only mentioned when the parent or carer is present. • The parent/carer appears to have an unusually high level of knowledge about medical matters.

- Documents or other sources indicate that the parent/carer has changed doctors frequently, and/or has visited different hospitals for the child's treatment. Response and action to be taken Where a teacher or other member of staff has reasonable cause to believe that a child is at risk from, or is the subject of, FII, child protection procedures will apply. Staff should refer any child welfare concern to the designated safeguarding lead.

- The DSL should refer to guidance given by the SAFEGUARDING PARTNERS and work within the agreed procedures.

- Schools should develop a chronology of concerns by collating a record of absences and, where known, the reasons given by the carer for the absence. Where attendance levels fall below threshold, the school should liaise with Education Welfare Officers to aim to improve

attendance. Liaise with health professionals involved with the child, including School Nursing Services, GP and other therapy services. Ensure any visits the child makes to the school medical room are logged and cross referenced to any concerns reported by other staff or the illness described by the parent/carer.

- If the child has siblings, the DSL should ascertain whether similar concerns or patterns of illness or absence apply to other children in the family.
- Schools should not advise parents/carers about the suspicion of fabricated illness as there is evidence that this can increase the harm and it may also damage evidence. The designated safeguarding lead should discuss with Social Care what the parent/carers will be told, by whom and when.
- The designated safeguarding lead should be invited to attend any strategy discussions or child protection conferences. Information sharing In suspected cases of FII it is especially important that information is shared between relevant agencies. Schools should follow the protocols set out by the SAFEGUARDING PARTNERS and the DSL should seek advice from Social Care about what information will be shared with parents/carers.

Ensure that the designated safeguarding lead is aware of FII and through training is alert to the presenting signs which may indicate that a pupil may be at risk

Ensure that all staff are aware of the legal responsibility to report signs or indicators

Ensure that concerns about FII are reported as other child protection concerns in line with the school or college's policy

Ensure the subject is included in child protection/safeguarding training

Circulate the NSPCC briefing on the role of schools in responding to concerns relating to FII to all staff and signpost to the Working Together supplementary guidance

Check that local and school child protection procedures include reference to FII and guidance about what to do where suspicions arise

Stress that, however unusual this form of abuse, it is considered child abuse and that the child protection procedures must be followed

Raise the subject at the next all staff meeting or inset day

This document is based on *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children* (HM Government 2006) and the *Framework for the Assessment of Children in Need and their Families* (Department of Health et al, 2000). *Working Together* sets out how all agencies and professionals should work together to safeguard and promote children's welfare.

The Assessment Framework outlines a framework for use by all those who work with children and families determining whether a child is in need under the Children Act 1989 and deciding how best to provide help.

1.2 This supplementary guidance *Safeguarding Children in whom Illness is Fabricated or Induced* is intended to provide a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for him or her. It is addressed to those who work in health, education, schools, probation and social care, the police and all others whose work brings them into contact with children and families. It is relevant to those working in the statutory, voluntary and independent sectors.

It is intended that Local Safeguarding Children Boards' (SAFEGUARDING PARTNERS local safeguarding children procedures should incorporate this guidance and its references to Covert Video Surveillance, rather than having separate guidance on fabricated or induced illness in children. Within local procedures, the section on the use of covert video surveillance should make reference to the good practice advice for police officers which is available to them from the National Crime Faculty.

1.3 The fabrication or induction of illness in children by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy (Meadow, 1977), Factitious Illness by Proxy (Bools, 1996; Jones and Bools, 1999) or Illness Induction syndrome (Gray et al, 1995). This terminology is also used by some as if it were a psychiatric diagnosis.

1.4 The use of terminology to describe the fabrication or induction of illness in a child has been the subject of considerable debate between professionals. These differences in the use of terminology may result in a loss of focus on the welfare of the child. In order to keep the child's safety and welfare as the primary focus of all professional activity, this guidance refers to the 2 Safeguarding children in whom illness is fabricated or induced 'fabrication or induction of illness in a child' rather than using a particular term. If, as a result of a carer's behaviour, there is concern that the child is or is likely to suffer significant harm, this guidance should be followed. The key issue is not what term to use to describe this type of abuse, but the impact of fabricated or induced illness on the child's health and development, and consideration of how best to safeguard and promote the child's welfare.

1.5 There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include: z fabrication of signs and symptoms. This may include fabrication of past medical history; z fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents; z induction of illness by a variety of means. Examples of the types of abusive behaviours exhibited are further elaborated in paragraph 2.6, and paragraph 4.5 sets out the types of situations which may cause concern about a child's welfare. 1.6 In the guidance the term 'carer' is used to mean 'parent or carer', i.e. any adult who is exercising parenting responsibilities for a child. Those with parenting responsibilities may include, for example, grandparents, foster-parents, child minders, as well as those who have parental responsibility as defined in the Children Act 1989. In situations where a staff member is suspected of causing harm to a child by inducing or fabricating illness, the procedures set out in paragraphs 6.20 – 6.30 in Working Together (2006)""

## **Upskirting (2019)**

### **What is upskirting?**

Upskirting is a newer form of sexual abuse.

The offender takes a photo under another person's clothing [without their awareness or permission](#). Often, they are looking to voyeuristically observe their genitals or buttocks – but uniquely, the taking of the photo is part of their gratification. It is the humiliation, assertion of power and lack of legal protection that make this offence so dehumanising for those who experience it. It happens on public transport, in bathrooms with hidden cameras, in schools and workplaces.

The Ministry of Justice described the exact act below:

“The Voyeurism (Offences) Act 2019 creates 2 new offences criminalising someone who operates equipment or records an image under another person's clothing (without that person's consent or a reasonable belief in their consent) with the intention of viewing, or enabling another person to view, their genitals or buttocks (with or without underwear), where the purpose is to obtain sexual gratification or to cause humiliation, distress or alarm.”

[Young girls as old as seven have been victims of this practice.](#)

## What does this new law mean?

The offences will be triable and carry a maximum 2-year prison sentence.

Any acts of upskirting that happened before the law was implemented today will not be prosecutable.

An attempt to take an upskirting photo will be taken seriously under The Criminal Attempts Act 1981. Anyone who even tries to take a photo, but doesn't end up with one (e.g. maybe their phone did not have space for an image, but they clicked the button, or maybe their camera was glitching in that moment) will be charged with attempt to commit an act of upskirting.

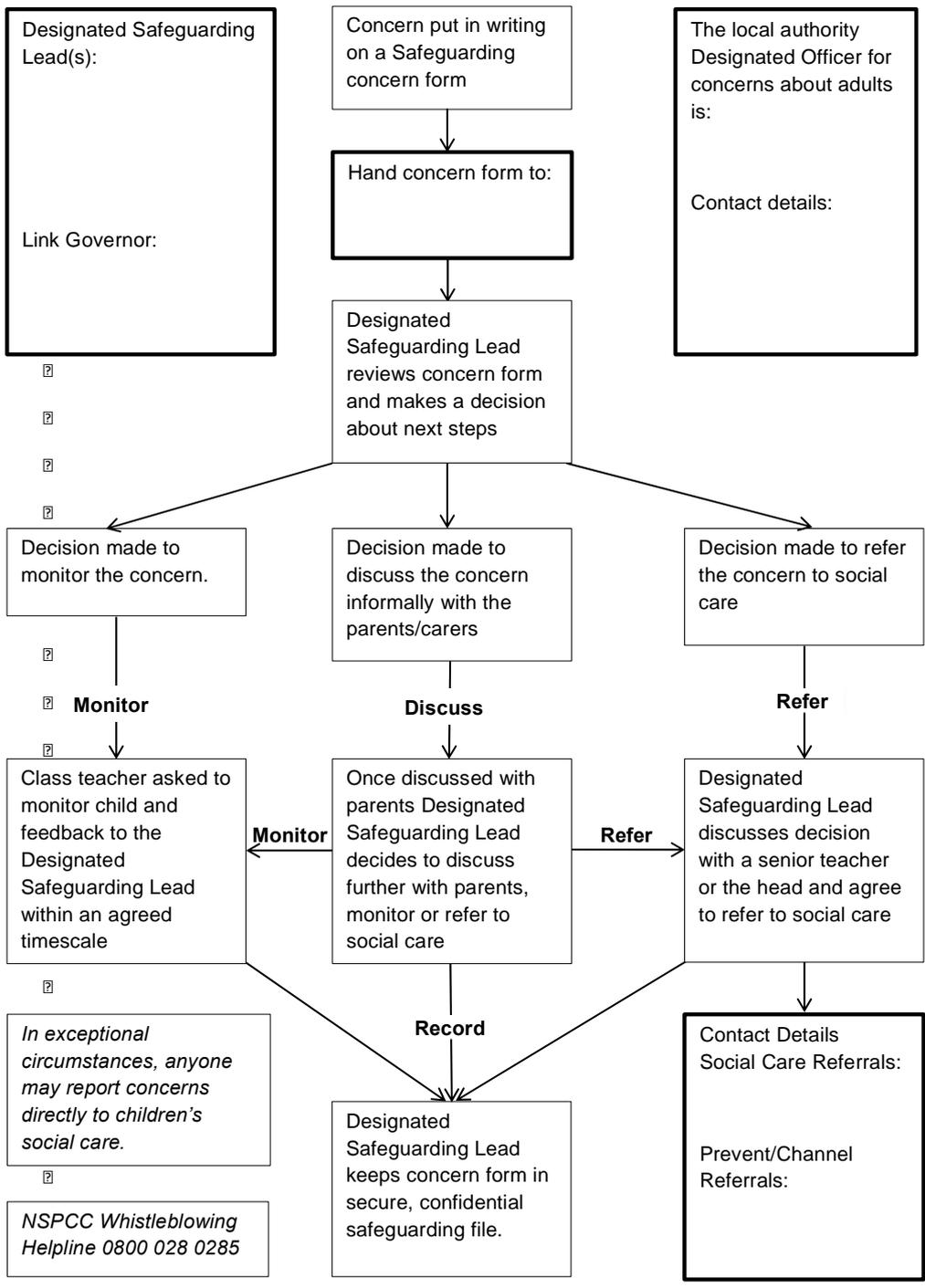
The offenders could be entered into the UK Sexual Offender’s Register, if their upskirting attempt is enacted to “obtain sexual gratification”. However, if the upskirting image is taken to cause humiliation or distress, they will not be labeled a Sex Offender.

The individual who has reporting the upskirting photo will be subject to lifetime protection in the form of reporting restrictions – the media cannot circulate their names, identities or any significant details that would reveal who they are.

This ban on identification is a normal rule for people who file reports on sexual violations, suggesting that the UK is framing upskirting as [a serious and dangerous issue.](#)

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

### FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Reporting Concerns:

When adults in the school have a concern about a child or young person they should:

Complete a concern form in writing or make an entry in the school's electronic recording system promptly and personally hand to or inform the DSL (SLT Line Manager if not available). Forms can be requested from the school office.

Concern Forms can be found in the School Office or Staff Room

The DSL should be informed that a concern has been raised by the member of the SLT if he/she was absent when the concern form was handed in.

If the DSL is not available, staff should speak to the Deputy or a member of the SLT and/or take advice from local children's social care (KCSIE (2019), paragraph 26)

At The Eden SDA School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff.. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the headteacher should go to the Chair of Governors who can be contacted by [state method of contact].

Where there are concerns about the proprietor of an independent school, the member of staff should contact the local authority Designated Officer without delay.

The key training elements are:

Induction Training – this is mandatory and should include;

- the child protection policy;
- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and

- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE (2019))

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

## Section 3

### Taking actions to ensure that children are safe

All staff follows the NYSCB Child protection Procedures and Guidance [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) which are consistent with 'Working Together to Safeguard Children' (2018) and 'What To Do if You Are Worried A Child is Being Abused'

It is not the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Occasionally all concerns indicating possible abuse or neglect will be record and discuss with the designated senior person with responsibility for child protection (or in his/her absence with the person who deputises) prior to any discussion with parents.

#### 1. Staff must immediately report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any expectation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawing or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse or neglect received from the child or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- Any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including in appropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

## **2. Responding to disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle disclosures with sensitivity. Children with communication difficulties will be supported by their PSA or trusted adult in terms of enabling them to disclose information.

Such information cannot remain confidential and staff will immediately communicate what they have been told to designated person and make a contemporaneous record.

### **Principles**

Staff will not investigate but will, wherever possible, elicit information to pass on to the designated senior person in order that he or she can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the person disclosing does not have to speak to another member of school staff
- Clarify the information
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgments regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken

3. Action by the Designated Senior Person (or Deputy DSP/Other senior person in their absence)

The following action will be taken where there are concerns about significant harm to any child including when the child is already open to CSC (e.g. Looked after Child)

Following any information raising concern, the designated senior person will consider:

- Any urgent medical needs of the child
- Whether to make an enquiry to the establish if the child is or has been subject of a Child Protection Plan (formerly known as Child Protection Register)
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. ESW service, SOCIAL Care
- The child's wished and any fears or concerns s/he may have

Then decide:

- Wherever possible, to talk to parents, unless to do so may place the child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertake immediately

OR

- Not to make a referral at this stage
- If further monitoring is necessary
- If it would be appropriate to undertaken assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referral to social care will be accompanied by a standard referral form.

#### **4. Action following a child protection referral**

It is the responsibility of all staff to safeguard children. It is the role of the DSP to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The designated senior person will:

- Make regular contact with Children's Social Care
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children has a Child Protection Plan (formerly placed on the Child Protection Register), contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Where possible, share all reports with parents prior to meeting
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures to not to convene a Child Protection Conference, follow the NYSB procedure 6.16
- Contribute to the Strategy Discussion and all assessments
- Where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the Key Worker or his or her manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP Plan, child moves/goes missing/ is removed from school or fails to attend school

#### **5. Confidentiality and Information Sharing: Recording and monitoring**

**In line with the school's information sharing policy and confidentiality practice which is based on the guidance document 'Information Sharing: advice for practitioners providing safeguarding services' (DfE 2018) the following statement from KCSIE (2020) clarifies our position:**

'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.'.....'This includes allowing practitioners to share information without consent...'

**School will record:**

- Information about the child: name, address, date of birth, those with parental responsibility, primary carers, emergency contacts, name of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP plan (been on the CP Register)
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- Significant contacts with carers/other agencies/professionals
- All concerns, discussion, decisions, agreements made and actions taken (dated, timed and signed, to include the name and agency/title of the person responsible/spoken to) and arrangements for monitoring/reviewing)

**All records should be objective and include:**

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size and colour of any injuries (not photograph)
- Words child uses (not translated into 'proper' words)
- Non-verbal behaviours

All CP documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Head Teacher and Senior Designated Person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person Child Protection'. Along with the original CP file, a record will be kept of when and to which establishment the copy CP file was sent. We will retain all original copies of CP files until the child's 25<sup>th</sup> birthday.

When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000.

<http://www.education.gov.uk/schools/pupilsupport/parents/keepinginformed/a0014921/pupil-reports-and-records>

If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be copied and the copy sent to the Principal Education Social Worker.

## **School will monitor:**

### **Any cause for concerns including where there could be serious child welfare concerns:**

- Injuries/marks
- Attendance
- Changes e.g. mood/academic functioning
- Relationships
- language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/care of child

**The DSP will review all monitoring arrangements in the timescale and manner determined by circumstance, recorded and clearly understood by all concerned.**

#### 6. Supporting the child and partnership with parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referral without consultation with parents, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" for the purpose of supporting and protecting the child.

## **Use of Personal ICT equipment**

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to

access the internet using their own data plan. To minimise inappropriate use, as a school we have had to ban the use of personal ipads and laptops due to the misuse and abuse of You-tube, Facebook, Instagram etc. Instead we have purchased Apple laptops and Apple Ipads on our monitored and filtered school network to ensure safety and appropriate content is being received by our students.

### **Intimate Care Plan**

The Eden SDA School may have pupils with physical disabilities or specific medical issues, who need help and support with intimate personal care including going to the toilet and washing. In such cases, the school has created an intimate care policy that sets out how intimate care plans are set up and reviewed.

- Intimate care needs are discussed with parents, relevant health professionals and the pupil and an intimate care plan is devised
- Staff who carry out intimate care have appropriate training and supervision
- The school actively seeks the views and preferences of pupils when planning and reviewing intimate care
- Pupils are encouraged to develop as much independence as possible

## Section 4

### **Allegations regarding person(s) working in or on behalf of the school/ Early Years' provision (including volunteers)**

Where an allegation is made against any person working in or on behalf of the school that provides education for children under 18 years of age, including teachers and volunteers, that he or she has:

1. Behaved in a way that has harmed a child or may have harmed a child
2. Possibly committed a criminal offence against or related to a child or
3. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children. The Eden School will apply the same principles as in the rest of this document.

The Eden School will apply the same principles as in the rest of this document.

We will always follow the ESCB procedures [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) Section 10 "Managing Allegations against Staff & volunteers".

Detailed and accurate records will be made to include decisions, actions taken and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or displaced, we also acknowledge they may be well-founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

#### **Initial action**

- The person who has received an allegation or witnessed an event will immediately inform the Head Teacher and make record
- In the event that an allegation is made against the Head Teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher.
- The Head Teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Head Teacher may need to clarify any information regarding the allegation, however, no person will be formally interviewed or asked to write a formal statement at this stage
- The Head Teacher will consult with the Local Authority Designated Officer (LADO) (See Contacts list) in order to determine if it is appropriate for the allegation to be dealt

with by school or if there needs to be a referral to social care and/or the police for investigation.

- Consideration will be given throughout to the support and information needs of the pupils, parents and staff
- The Head Teacher will inform the Chair of Governors of any allegation.

When investigating any allegations the school will have reference to/follow ESCB Procedures and Disciplinary Procedures.

All staff must read and be familiar with the following documents:

- Keeping Children Safe in Education (2020) [Part One]; and school leaders and staff that work directly with children should also read Annex A
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- School's Behaviour Policy
- School Policy for Children Missing Education

## Appendix 1 CONTACTS

### EDUCATION SOCIAL WORK SERVICE

#### Safeguarding and CP Managers and Local Authority Designated Officers (LADOs)

Social Care Safeguarding LADO	Local Authority Designated Officer (LADO) Paul Andrews Phone:020 8825 8930 Email: <a href="mailto:asv@ealing.gov.uk/child.protection@ealing.cjsm.net">asv@ealing.gov.uk/child.protection@ealing.cjsm.net</a> Out of Out of hours: 020 Sherwyn Sicart Phone: 020 8825 5588 Email: s.sicart@ealing.gov.uk
Ealing Safeguarding Support	020 3882 7083 – Stephen Bourne
ECIRS	020 825 - 8000
Ealing CP Advisors	Phone: 020 8825 8364  Email: <a href="mailto:Escb@ealing.gov.uk">Escb@ealing.gov.uk</a>
Ealing Early Help	0208 825 5588 Email: <a href="mailto:earlyhelp@ealing.gov.uk">earlyhelp@ealing.gov.uk</a>
Ealing Council Human Resources	Phone: 020 8825 5000
Ealing Family Information Service	Phone: 020 8825 – 5588 <a href="mailto:children@ealing.gov.uk">children@ealing.gov.uk</a>
Emergency Duty Managers	Phone: 0208 825 8000/5000

### CHILDREN'S SOCIAL CARE

For advice please ask to speak to an Assistant Team Manager in the Customer Service Centre or in your area

Emergency Duty Manager ECIRS 0208 825 8000/5000

KS2/3 [www.missdorothy.com](http://www.missdorothy.com)

Bullying and Child Abuse [www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying/what-is-bullying](http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying/what-is-bullying)

Domestic Violence [www.thehideout.org.uk](http://www.thehideout.org.uk)  
[www.idas.org.uk](http://www.idas.org.uk)

Internet safety [www.thinkuknow.co.uk/teachers](http://www.thinkuknow.co.uk/teachers)

[www.ceop.org.uk/thinkuknow](http://www.ceop.org.uk/thinkuknow)

[www.childnet-int.org](http://www.childnet-int.org)

<http://files.lgfl.net/eSafety/Education/e Literacy and e Safetyframework update 2011v5.pdf>

[www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/DG\\_184893](http://www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/DG_184893)

KS2/3 [www.kidsmart.org.uk](http://www.kidsmart.org.uk)

Jenny's Story [www.childnet-int.org/jenny](http://www.childnet-int.org/jenny)

Grooming behaviour NSPCC Briefing [www.nspcc.org.uk](http://www.nspcc.org.uk)

## Documents

DfES/DCSF/DfE Documents [www.education.gov.uk](http://www.education.gov.uk)

Statutory Guidance and Department Advice

Safeguarding Children and Safer Recruitment in Education

Working Together to Safeguard Children 2018

HM Government (2008) Safeguarding children in whom illness is fabricated or induced  
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Lazenbatt, A. and Taylor, J. (2011) Fabricated or induced illness in children: a rare form of child abuse NSPCC Research briefing

HM Government (2014) Multi-agency practice guidelines: Handling cases of Forced Marriage  
ChildLine – 0800 1111 – [www.childline.org.uk](http://www.childline.org.uk)

There is information on ChildLine's website about forced marriage

<https://www.childline.org.uk/Explore/HomeFamilies/Pages/ForcedMarriage.aspx>

Forced Marriage Unit

Karma Nirvana

NSPCC Helpline - 0808 800 5000

## Training Materials

Sample school intimate care plan Class:

Whole School CP Training Materials

Safer Recruitment

[www.education.gov.uk](http://www.education.gov.uk)

Domestic Abuse Basic Awareness

[www.idas.org.uk/training/index.asp](http://www.idas.org.uk/training/index.asp)

E-Safety training available from NYCC Q&1

## Appendix 4

### Sample Intimate Care Plan

Pupil's Name/Date of Birth/ Class
Reasons for the plan: For example, support needed for intimate care, personal care, manual handling, toileting programme, medical condition
Level of supervision: Adult –child ratio, whether supervision needed is general or specific, name of any specific staff What type of supervision is needed – reminders, visual support, help with dressing and undressing Frequency and times supervision is needed – at particular times of the day, when required, once a day
Where – specify the area of the school where the intimate care will take place
Facilities and equipment List any equipment needed List any use of hoists, slings, rails
Involvement of other agencies: Include any agencies to be contacted for further advice, support or training Strategies for increasing independence:
What steps will be taken to increase independence? Monitoring and evaluation: Who is responsible for monitoring? How will the effectiveness of the plan be evaluated?

## Appendix 2

### Referral Form to Children's Social Care – Personal details (part 1)

Full name: (including titles)	
Preferred Name/ Mode of Address: (If different from above)	
D.O.B:	Gender:
Permanent Address:	Temporary Address:
Telephone Number:	Telephone Number:
School Attended:	
Name of School Contact:	
First Language:	
Interpreter Required:	
Ethnic Origin:	
Religion:	
Asylum Seeker/ Refugee:	
Nationality:	
Status:	
Risk to Professional:	

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Special Educational Needs

G.P. (including contact number)

Family/other members of the household

Name	address/telephone number	Age/D.O.B	Relationship	Parental Responsibility
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Other professionals involved

Name	address and Telephone Number	Role
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Referral Form to Children Social Care – Personal Details (page 2)

Surname: First name:

Subject aware of Referral

Responsible adult aware

Referred by: Designation

Date and time

Address:

Telephone number

Reason for referral:

## Appendix 3

### Resources

NYS CB (CP procedures and training) [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

CAPE (Child Protection in Education) [www.cape.org.uk](http://www.cape.org.uk)

### Keeping children safe

[www.education.gov.uk/search/results?g=PSHE](http://www.education.gov.uk/search/results?g=PSHE)

[www.education.gov.uk/schools/pupilsupport/pastoralcare/health](http://www.education.gov.uk/schools/pupilsupport/pastoralcare/health)

### Children missing from education

Sexual abuse [www.parentsprotet.co.uk](http://www.parentsprotet.co.uk)

Metropolitan police [www.safe.met.police.uk/index.html](http://www.safe.met.police.uk/index.html)

Cyberbullying [www.kidscape.org.uk/cyberbullying/](http://www.kidscape.org.uk/cyberbullying/)