



Child Protection (Safeguarding) Policy

This policy applies all pupils, including in the EYFS

Signed:	
Chair of Trust Board:	Claire Delaney
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LA's Children's Social Care - A Child Centred System Understanding Thresholds		https://thebarnetscp.org.uk/bscp/professionals/barnet-continuum-of-support-1
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Child Protection (Safeguarding) Policy

1. Introduction

Watling Park School fully recognises its responsibilities for Child Protection. Every pupil should feel safe and protected from any form of abuse. This is defined in this policy as any kind of neglect, non-accidental physical injury, sexual abuse and sexual exploitation, emotional ill treatment or a preventing impairment of a child's mental and physical health or development.

This policy applies to all teaching and non-teaching staff and volunteers, is available on Watling Park School's website and is available to parents on request. It applies to all areas of Watling Park School including Early Years (EYFS).

The school leaders, trustees and local advisers will ensure they facilitate a whole school approach to safeguarding. Thus ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern, the trustees, local advisers and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

This policy has been written in accordance with:

- i. the DfE guidance document 'Keeping Children Safe in Education' (KCSIE September 2021), the updated guidance provided in the document 'Working Together to Safeguard Children' (July 2018) (WTSC) and 'Early years and later years (under-8's) childcare - Disqualification under the Childcare Act 2006' (March 2015), as amended in July 2018.
- ii. Locally agreed inter-agency procedures; Watling Park School will participate as appropriate in 'common assessment framework' (CAF) or the 'team around the child' (TAC) approaches, or a 'coordinated offer of early help', in accordance with WTSC. Watling Park School will liaise with the LA Multi Agency Safeguarding Hub (MASH) with regards to safeguarding matters.
- iii. The school recognises the importance of early help in school (see section 4, Procedures) and the difference between a concern and a child in immediate danger; in each case the DSL will work in accordance with WTSC 2018 and the LSCB referral thresholds.

Safeguarding Statement

Safeguarding is everyone's responsibility and anyone can make a referral, which will usually be to the school's Designated Safeguarding Lead, but can be directly to Children's Social Care, if necessary.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.

(KCSIE Sept 2021, p5)

The government's Covid-19 guidance documents, [Actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools](#) and, for the EYFS, [Covid-19-early-years-and-childcare](#) have now been withdrawn. However, the school is aware that Coronavirus concerns remain with us. The school will remain vigilant to identify and implement any further local or national changes in guidance for the foreseeable future. At the time of the review of this policy, this includes [Schools Covid-19 Operational Guidance](#) and [Actions for early years and childcare providers during the Covid-19 pandemic](#).

Watling Park School aims to:

- Ensure safe recruitment practices in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe.

- Develop and implement procedures for identifying and reporting cases or suspected cases of abuse.
- Support a pupil who has been abused in accordance with his or her agreed child protection plan.
- Maintain a safe environment in which children can learn and develop.
- Communicate readily with Barnet Safeguarding Children Board (BSCB)/MASH whenever an allegation or disclosure of abuse has been made.
- Raise awareness of the potential for Sexual violence and sexual harassment between children in schools and colleges.

Watling Park School endeavours to provide a strongly supportive pastoral environment, in which children have a range of adults to whom they can turn, should they have a concern. These include the class teachers, the senior leadership team, a play therapist, a speech therapist, teaching assistants, lunchtime supervisors or our medical care assistant. Details of helplines are also available.

2. Safe Recruitment

Watling Park School recognises the importance of following recruitment and selection procedures on the appointment of employees and volunteers which help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them. Recruitment procedures are carried out in accordance with guidance given in 'Keeping Children Safe in Education' (KCSIE (September 2021)).

To ensure safer recruitment, the procedures are designed to:

- Scrutinise applicants
- Verify identity, with the use of birth certificates (where available) to check identity.
- Verify academic or vocational qualifications
- Obtain professional and character references
- Check previous employment history
- Ensure that a candidate has the health and physical capacity for the job
- Incorporate a face to face interview
- Include a barred list and Disclosure and Barring Services (DBS) check that can be accessed via the TRA's prohibition, restriction and barred list checks. See [Teachers' Services Website](#)
- Applicants from overseas must be subject to a DBS check and also include an overseas check equivalent to the DBS check for staff appointed directly from overseas see Page 68 KCSIE 2021
- Verify the applicant's right to work in the UK
- Include a prohibition order check (for those who undertake 'teaching work') and also a letter of professional standing for staff appointed to do teaching work from overseas (see Safer Recruitment guidelines and checklist for further detail)
- Include a prohibition from management check (S128) (for the headteacher, those who are on the school's leadership team and for teaching heads of department and for any staff taking up a management position Watling Park School as an employee; a trustee or a governor on any governing body of a free school that retains or has been delegated any management responsibility).
- Include, when required, a self-declaration in respect of the Childcare Disqualification Regulations.

* 'Teaching work': a definition is provided in The Teachers' Disciplinary (England) Regulations 2012 and cited at paragraph 234 in the ISI Regulatory Handbook. Watling Park School will judge each appointment on a case-by-case basis to determine whether the role includes 'teaching work'.

These procedures apply to all adults who may undertake a regulated activity (unsupervised) with the children in either a paid or voluntary capacity and any other staff where KCSIE requires checks to be undertaken. Watling Park School will verify that child protection checks and procedures listed above have been successfully undertaken for all staff employed by another organisation and who work with Watling Park School's pupils either at Watling Park School or on another site. This applies, for example, to staff at a swimming pool or an outward bound activity centre and to visiting staff running activities or undertaking sports coaching, even where such staff are paid directly by the parents.

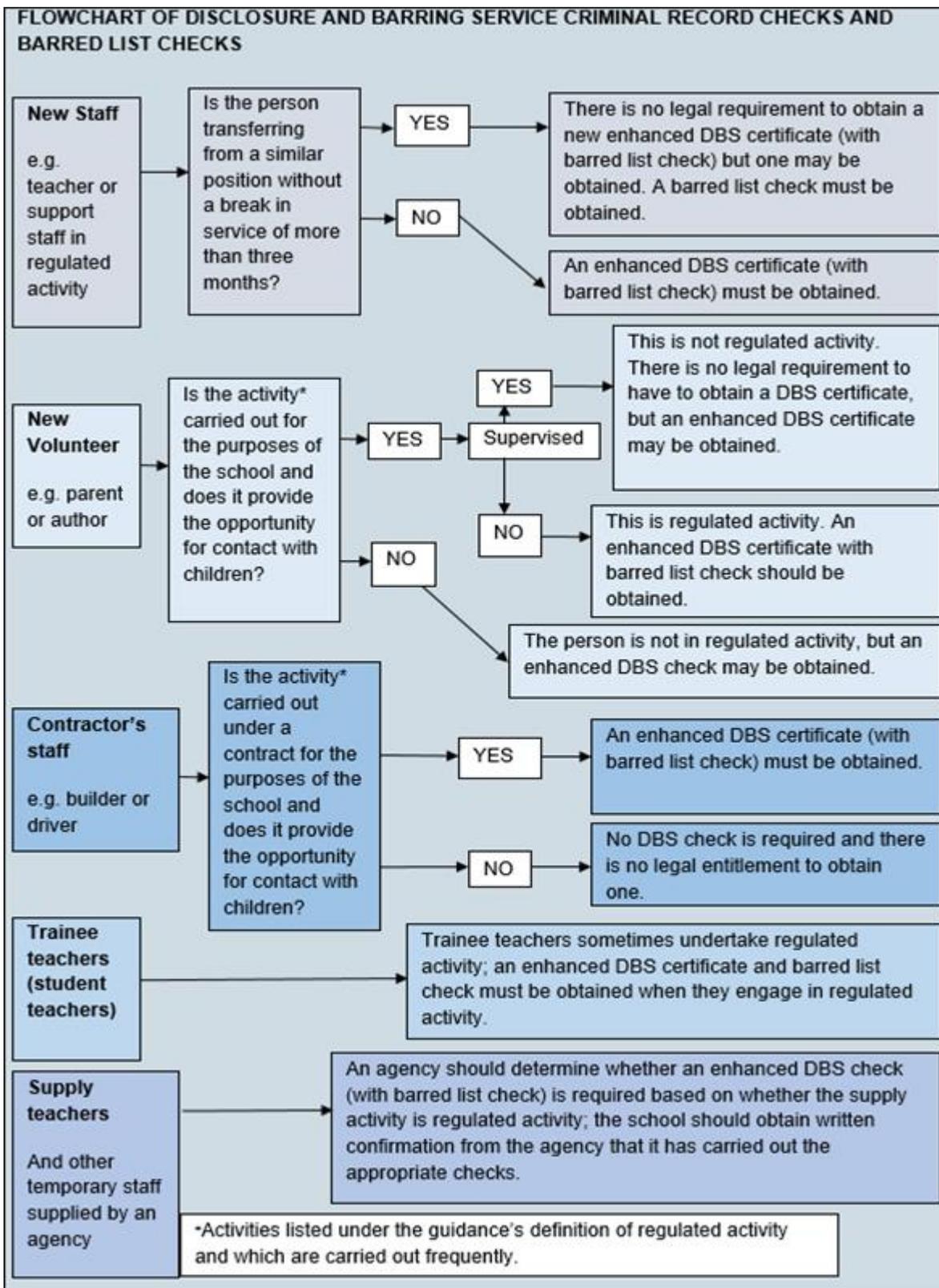
It is the responsibility of those who work or volunteer at Watling Park School, or with Watling Park School's pupils at a different venue, to inform the headteacher immediately if, during the time of their engagement with Watling Park

School, their circumstances change in such a way that they become disqualified from working in childcare, prohibited from teaching or in any other way barred from working with children.

Use of school premises for non-school activities

Where governing bodies or proprietors hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The trustees should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The trustees should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.



Childcare Disqualification Regulations. Guidance, available separately, has been published by BPET in relation to these requirements, covering disqualification from working in childcare. The school will a) inform relevant staff and volunteers about the legislation, b) gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified, and c) keep a record on the Single Central Register, including the date disqualification checks were completed. If a person is found to be disqualified, he or she will not be able to continue working in a role covered by the regulations. If appropriate, the school will consider a transfer to other duties. The school will inform Ofsted if satisfied that a person working in a relevant setting falls within one of the disqualification criteria.

A copy of the school's 'safer recruitment guidelines and checklist' is available on request.

3. Awareness of Child Protection Issues

We recognise that, because of their day-to-day contact with children, staff at the school are well placed to observe the outward signs of abuse. Watling Park School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure that children know there are adults in Watling Park School whom they can approach if they are worried or in difficulty
- Ensure that staff recognise Watling Park School's duties both to children in need and to children at risk of harm
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse, including keeping safe online, and to know whom to turn to for help. The DfE has produced a one-stop page for teachers on GOV.UK with resources for teaching, relationships and sex education, which can be accessed [here](#)
- Include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure all staff, including ancillary staff and representatives of the proprietors, receive comprehensive training on child protection issues, as specified by the Barnet safeguarding children board (BSCB) in frequency and content, not less than every three years supplemented by informal updates as required, but at least annually.
- Ensure that all staff working directly with children have read and understand at least part 1 of KCSIE (September 2021); the understanding of staff will be secured by the following measures undertaken by the school
 - Safeguarding Induction Training which talks new staff through the content in a level of depth appropriate and proportionate to the person and their role
 - INSET Training
 - Reminders in Staff Meetings
 - Other means of probing understanding, such as the safeguarding auditor interviews with random staff at the annual Safeguarding Review
- Ensure that all school leaders and staff that work directly with children read Annex B of KSCIE 2021 which deal with types of abuse and matters such as children missing education, child criminal exploitation (CCE), Child Sexual Exploitation (CSE), radicalisation, county lines and honour based abuse (including Female Genital Mutilation and Forced Marriage)
- Ensure that all school staff that are not directly working with children read the condensed part 1 at Annex A.
- Ensure all staff 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 (Part 1. KCSIE 2021)
- Ensure that all staff are aware that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
- Ensure that temporary and voluntary staff who work with children are made aware of the arrangements, based on a risk based approach – whereby the school assesses the level of detail with which such staff should be provided. In addition, all new staff and volunteers will receive training as part of their induction process, which will include an explanation of the systems to support Safeguarding. To ensure best practice, the Designated Safeguarding Leads for child protection will receive appropriate training, including in inter-agency working, every two years, supplemented by informal updates as required, but at least annually in accordance with locally agreed procedures and the requirements of KCSIE Annex B.

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

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

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

- This safeguarding policy

- The staff code of conduct/behaviour policy (see 10, below in this policy)
- The Children Missing Education policy (contained within Appendix 1 of this policy)
- The role of the DSL and DDSL(s) (contained within this policy)
- Part 1 and Annex A of KSCIE (September 2021)
- The BPET whistle-blowing policy

4. Procedures

Watling Park School will follow the procedures set out by LASCBS and take account of guidance issued by the Department for Education (DfE), as noted above. Links to these documents can be found in Appendix 2, guidance from KSCIE September 2021 states that procedures should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, by showing transferable risk in another context e.g. mistreatment of vulnerable people in a care home.

To meet the aims of this policy, Watling Park School has the following measures in place:

BPET ensures that the school has a Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for such a role and a Deputy Designated Safeguarding Lead with a similar level of training to cover in the event of absence. In the event of the Designated Safeguarding Lead being the subject of an allegation, the school's response will be co-ordinated by the Deputy Designated Safeguarding Lead, who will liaise with Safeguarding Auditor or proprietor.

Steve Wade, Vice Chair of Trustees, oversees safeguarding arrangements on behalf of the board of trustees. The Trust commissions an annual Safeguarding Review of BPET child protection policy and procedures and of the efficiency with which the related duties have been discharged. As a result, any deficiencies or weaknesses in safeguarding arrangements will be remedied immediately. The reporting of arrangements for each school form part of the reporting process to the Chief Executive, on behalf of the BPET Board, who are responsible for the overall governance of Bellevue Place Education Trust schools.

The school ensures that every member of staff (including temporary and supply staff and volunteers) know and understand:

- The name of the Designated and Designated Safeguarding Leads and their roles
- The responsibility of all staff to be alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead.
- The procedures identified within the school policy.

The school ensures that parents have an understanding of the responsibility placed on the school and staff in relation to safeguarding and child protection, by publishing appropriate policies on the school's website.

The school ensures that members of staff are aware of the need to act on concerns about the welfare of a child immediately and to speak with the DSL or DDSL in accordance with this policy. Staff need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse. The school provides child protection training within the induction programme for all new staff and volunteers. The three-yearly training for staff is provided either by LASCBS/MASH, an external welfare agency acceptable to LASCBS, or those who are DSLs within the school and have up-to-date inter-agency training.

The school is committed to developing effective links with relevant agencies and cooperating as required with their enquiries regarding child protection matters. It is especially important that school understands its role in the three safeguarding partner arrangements (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area). The school will deal appropriately and immediately with every suggestion or complaint of abuse. Any allegation or suspicion of abuse, from within or outside the school, will be managed in accordance with this policy and, in all proper circumstances, will be referred to an external agency for investigation. The school will not undertake its own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so

as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO(s) can be held informally and without naming the school or individual.

For children in need, a referral will be made to Children's Social Care and for children at risk; a referral will be made to Children's Social Care immediately. They have a duty to respond. Staff should also be alert to any child who may benefit from early help. The DSL has responsibility to take the lead in matters of early help. In particular, staff should be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child.

Detailed information on early help can be found in Chapter 1 of WTSC 2018.

Mental Health

The school takes the mental health of its pupils seriously (and as such has 2 members of staff trained in Mental Health First Aid). All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health need. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a concern about a child's mental health that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. More information can be found in: [Mental health and behaviour in schools](#), The '[Rise Above](#)' website provides links to teaching resources including materials and lesson plans.

The DSLs and staff must be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. The DfE guidance 'information sharing advice for safeguarding practitioners (see link in Appendix 2) supports staff who have to make decisions about sharing information.

Where there is a concern about a member of staff, the referral will be made to the local authority designated officer, or team of officers (LADO) within one working day. Other agencies may be contacted, such as the child protection unit of the police (CPU) or the NSPCC, in accordance with the procedures published by Barnet Safeguarding Children Partnership. If a crime has been committed, the matter will be reported to the police and, in cases of serious harm, the police will be informed from the outset.

When following up incidents, disclosures or allegations, staff will consider the welfare of all children. Where it is deemed necessary to speak with pupils, those involved will be offered the option of having another adult present. Where allegations are of a serious nature, parents or guardians will routinely be invited to attend, unless the allegation is of a nature where their presence may cause greater upset or jeopardise any possible police action.

Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing in CPOMs. CPOMs, the system used by Watling Park School, keeps information confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;

- details of how the concern was followed up and resolved; (noting the date, event and action taken)
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

The school ensures that all records are kept securely, separate from the main pupil file, and in locked locations.

On making a referral, the school can expect the local authority to make a decision within one working day about the type of response that is required, letting the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

The school should follow the matter up with the local authority if information is not forthcoming.

For further information on action to be taken in relation to safeguarding concerns staff can refer to the flowchart on page 17 of KCSIE 2021.

The school maintains and operates practices which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations. In this respect, the school acknowledges the updated guidance provided in Part 4 of the DfE document KCSIE (September 2021).

The school ensures safe recruitment practices are carried out and that key staff have undertaken safer recruitment training, this needs to be renewed every five years. All interview panels will include at least one person who has undertaken such training.

The school takes all practicable steps to ensure that school premises are as secure as circumstances permit.

The school ensures that the duty of care towards pupils and staff is promoted, by raising awareness of illegal, unsafe and unwise behaviour and assists staff to monitor their own standards and practice.

The school has a culture of safety and reflective practice, where staff are valued and concerns can be raised, including about poor or unsafe practice and potential failures in the school's safeguarding regime. Its whistleblowing policy is available as part of the staff handbook. Staff are made familiar with the policy through staff training. Whistleblowing is covered in the school's staff code of conduct and its programme of induction for new staff. The Whistleblowing Policy is available separately to those who work or volunteer at the school but are not employees of the school. This can be found at <http://www.bpet.co.uk/about-us/policies-and-procedures/>

The school operates robust and sensible health and safety and fire protection procedures.

The school is alert to the medical needs of all children (particularly those with specific requirements).

Where an allegation against an individual not directly employed by the school, and where its disciplinary procedures do not fully apply, the school will ensure allegations are dealt with properly, including liaison with the LADO to establish a suitable outcome. Schools should seek the support of governance to establish appropriate steps. The agency responsible for the individual should be involved, although the school should lead, and ensure that the individual subject to the allegation receives appropriate support, either through union or colleague representation. The support of the LADO should be assisted to advise on information sharing. The school should ensure that agencies and their staff are aware of the procedures for managing allegations.

IN THE EVENT OF AN ALLEGATION OR A DISCLOSURE BY A CHILD, THE FOLLOWING WILL BE CONSIDERED:

a) Initial Complaint

A member of staff suspecting, or hearing a complaint of abuse must:

- Take the matter seriously
- React calmly and listen carefully - and keep an open mind.
- Not take a decision as to whether or not abuse has taken place.
- Use the "TED Questions" formula below as appropriate – Do not ask leading questions, that is, a question which suggests an answer or puts words in a child's mouth.
- Reassure the child that he or she has done the right thing in telling you

- Do not give a guarantee of confidentiality.
- Explain the need to pass the information to a Designated Safeguarding Lead, who will ensure that the correct action is taken.
- Make a sufficient written record of the conversation. The record must include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials.
- Keep the record secure and hand it to the Designated Safeguarding Lead.

TED Questions:

Tell me about this

Explain what happened

Describe this to me

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. KCSiE 2021

b) Preserving Evidence

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.

c) Reporting

A member of staff needs only reasonable cause for concern in order to act. One sentence from the child, indicating abuse or non-accidental injury, provides staff with reasonable grounds and is sufficient for them to act. This may also apply if clear information comes from a sibling or another adult. However, as many of the signs of child abuse are also commonly associated with other medical, social or psychological problems, a member of staff may naturally wish to discuss some initial concerns with the Designated Safeguarding Lead. All suspicion or complaints of abuse must be reported only to the Designated Safeguarding Lead, or if it involves the Designated Safeguarding Lead, to the Deputy Designated Safeguarding Lead, who will liaise with the Headteacher, (unless the Headteacher is the subject of the suspicion or complaint).

d) Action by the Designated Safeguarding Lead:

The Designated Safeguarding Lead will contact the MASH if he or she believes a child may be in need or at risk of significant harm and may follow this up with a written referral to MASH. If appropriate, the child may well be told what action is being taken and what will happen next. Allegations against someone in a position of trust are the only cases that must be reported to the LADO. If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead may consult with appropriate professionals on an informal basis.

The DSL's options for action include:

- managing any support for the child internally via the school or college's own pastoral support processes
- an early help assessment or
- a referral for statutory services, for example, as the child might be in need, is in need, or suffering or likely to suffer harm

Action taken may include:

- Sharing information with the Headteacher, Chief Executive or Deputy Designated Safeguarding Lead
- Contacting the parents or carers
- Calling an internal pastoral meeting to discuss the situation – all appropriate persons would be invited (e.g. class teacher, Inclusion Leader, teaching assistant, school medical officer).

At this point a pastoral care plan may be instigated.

The action to be taken will take into account:

- The school's Child Protection (Safeguarding) Policy.
- The procedures published by Barnet Safeguarding Children's Partnership

- The nature and seriousness of the suspicion or complaint. Any complaint involving serious harm or a serious criminal offence will always be referred to the MASH, the LADO (if the person under suspicion is in a position of trust) and the police without further investigation within the school.
- The wishes of the pupil, who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times, if the pupil is suffering or is at risk of suffering significant harm, when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes. The welfare of the child is paramount.
- The wishes of parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances.
- Any concern from the Designated Safeguarding Lead that disclosing information to parents would put a child at risk. In this case, he or she will take further advice from the relevant professionals before making a decision to disclose.
- Duties of confidentiality, so far as applicable.
- The lawful rights and interests of the school community as a whole including its employees and its insurers.

e) Referral Guidelines

When deciding whether to make a referral, following an allegation or suspicion of abuse, the head and Designated Safeguarding Lead should not make their own decision over what appear to be borderline cases, but rather the doubts and concerns should be discussed with the Barnet MASH (Multi-Agency Safeguarding Hub). This may be done tentatively and without giving names in the first instance.

What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the school should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse. However, if sufficient concern develops that a child may be suffering or is at risk of suffering significant harm, a referral will be made without delay.

Contact will be made with the Safeguarding in Education Team/Barnet's Multi-Agency Safeguarding Hub (MASH) within 24 hours of a disclosure being made. If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing within 24 hours of the initial telephone call. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact the Safeguarding in Education Team/MASH.

Contextual Safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (and deputies) need to consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding, this simply means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to the child's safety and/or welfare. Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. A link to further information on contextual safeguarding can be found in Appendix 2.

f) Allegations against Staff, Volunteers or the Headteacher

When dealing with allegations against the Headteacher, staff, supply staff or volunteers, the school aims to strike a balance between the need to protect children from abuse and the need to protect the Headteacher, staff, supply staff and volunteers from false or unfounded allegations. When deciding on whether to proceed the school should take note of the Harm Test.

The school will follow the guidance in Part 4 of KCSIE (September 2021).

The Harm Test

A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm.

Harm is not defined in legislation. The DBS view harm as its common understanding or the definition you may find in a dictionary.

Harm is considered in its widest context and may include:

- sexual harm
- physical harm
- financial harm
- neglect
- emotional harm
- psychological harm
- verbal harm

Part 4 of KCSIE is now separated into two categories;

Category One includes detailed guidance on allegations which meet the harms threshold, and:

Category Two includes guidance for low level concerns. Even those concerns which do not meet the harms threshold should be shared with the right person and recorded and dealt with appropriately.

Category One: allegations that may meet the harm threshold;

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupil or pupils concerned and the need for a full and fair investigation. Where an allegation or complaint is made against the Headteacher, the Designated Safeguarding Lead will report to and consult immediately with the Chief Operating Officer and/or Chief Executive, according to availability. This will be done without consultation with the Headteacher. The Headteacher will make immediate contact with the LADO.

Where an allegation or complaint is made against staff, volunteers or the Designated Safeguarding Lead, the Headteacher will be informed or, in his/her absence, the Chief Operating Officer and/or Chief Executive.

If a decision is taken that a member of staff is suspended during the investigation the school recognises that this does not infer guilt. Under these circumstances any suspension is a 'neutral' act and no action should be viewed as an expression of opinion or judgement.

In the event of an allegation or complaint resulting in a member of staff being required not to come to school, because of suspension or other arrangements, where the school provides on-site accommodation for such a member of staff, he or she would be required to live off-site during this time. If it were not possible for offsite accommodation to be sourced by the member of staff, then the school would ensure suitable accommodation is provided.

In the event of any person (in any capacity) leaving the school as a result of their being considered unsuitable to work with children, the school will report this to the Disclosure and Barring Service (DBS) promptly, within one working week. The school recognises that the proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but do not have to find it from other sources.

A referral will be made to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons for such a referral include situations where the member of staff has been dismissed for unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence. The school need only take this action if the matter has not been reported to the Disclosure and Barring Service; all matters reported to the DBS will be shared with TRA. A referral to the DBS would be undertaken on the advice of LADO. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in 'Teacher misconduct: the prohibition of teachers (October 2015)'. Further guidance is published on the TRA website.

The school will follow the guidance in Part 4 of the DfE document KCSIE (September 2021) to ensure that:

- Procedures are applied with common sense and judgement (whereas before schools had to follow the required procedures closely)
- Allegations found to be malicious are removed from personnel records (whereas before all allegations had to be retained)
- Records are kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in employer references (whereas before details of all allegations had to be passed on in references).

- Where a pupil is found to have made a malicious allegation against a member of staff details must be passed to children's social care. The school will decide whether further action under the school behaviour policy is necessary, the school should also consider whether a referral to the police is necessary
- Where an adult is found to have made a malicious allegation this will be passed children's social care and to the police, who will consider whether any further action is appropriate

Further detail with regards to the procedures for dealing with allegations of abuse against staff are available from the school.

- Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the [Teaching Regulation Agency](#)

Category Two: Concerns that do not meet the harms threshold – Low Level Concerns policy.

For full details, please refer to KCSIE, Part 4.

The school has policies and procedures in place for dealing with concerns, including allegations, which do not meet the harm threshold (as defined above). Such concerns may arise from a range of sources, including suspicion or complaint, or a disclosure from a child, a parent, a member of staff or another adult. A concern may also arise from the undertaking of vetting checks. The school will follow its procedures to identify, undertake and record any necessary action. Such procedures include, but are not limited to;

- complaints procedure
- staff code of conduct
- staff disciplinary and grievance procedures
- this policy

As part of its safeguarding procedures, the school promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. The term 'low level' does not mean that a concern is insignificant, but defines it as not meeting the 'harm threshold' as cited above. Such a concern, however small, may indicate that a member of staff, supply staff or a volunteer may have acted in a way that;

- is inconsistent with the staff code of conduct
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Further examples of low level concerns are identified in the staff code of conduct, which should be consulted for more detailed information. It is important that any such concerns are reported through the usual channels, usually to a DSL or the Head Teacher, as relevant. Where low level concerns are substantiated, the school will respond in a positive, sensitive and proportionate manner, undertaking any necessary action, including supporting the individual in correcting any unsuitable behaviour at an early stage.

Any low level concerns or allegations relating to agency supply staff or third party employees will also be reported to their employers so that appropriate action can be taken and any patterns of inappropriate behaviour across different institutions can be identified.

g) Allegations against pupils (including Peer-on-Peer abuse)

Introduction: The school takes a firm line in relation to possible peer-on-peer abuse. It can take on many forms, including:

- bullying
- sexual violence, such as rape, assault by penetration, and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse.

- Causing someone to engage in sexual activity without consent, such as, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling
- otherwise causing physical harm
- abuse within intimate personal relationships between peers
- sexting
- initiating/hazing type violence and rituals. This could include activities involving harassment, abuse or humiliation, used as a way of initiating a person into a group and may also include an online element.

With regard to sexual violence and sexual harassment, the school pays due regard to Part 5 of KCSIE (September 2021) and the separate DfE guidance “Sexual violence and sexual harassment between children in schools and colleges” (September 2021). The school holds and promotes a clear view that sexual violence and sexual harassment are never acceptable and will not be tolerated.

The school’s procedures in relation to peer on peer abuse follow the DfE advice to adopt a “whole school” approach, involving all staff, pupils, local advisers and parents, as part of the school’s broad approach to safeguarding. Central to such an approach are (i) staff training so that staff know what to do if they have a concern about a child and (ii) a planned curriculum and extra-curricular programme, including assemblies, which takes a preventative approach through the setting of values and standards and the promotion of the fundamental British values, notably in this context, of respect and tolerance. Through the wider curriculum, including Relationships Education and Personal, Social and Health Education, the school aims to provide pupils with an understanding appropriate to their age and stage of development of issues such as:

- healthy and respectful relationships
- what respectful behaviour looks like
- consent
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment are always wrong
- addressing cultures of sexual harassment.

Sexual violence and sexual harassment can occur between two children or a group of children of any age and sex, from primary through to secondary. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally). Children who are victims will likely find the experience stressful and distressing and their educational attainment could be negatively affected. Sexual violence and sexual harassment are never acceptable. Peer on peer abuse can take place at school, away from school and online. The school will take all matters seriously and offer victims appropriate support. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. They will be considered as incidences of abuse and will not be tolerated. In particular, reports will not be allowed to be passed off, either by pupils or staff, as;

- banter
- just having a laugh
- part of growing up
- boys being boys

Research shows that it is more likely that girls will be the victims of sexual violence or harassment and more likely that boys are the perpetrators. Children with SEND are three times more likely to be abused than their peers. Further information is available in Part 1.4 of the DfE guidance, cited above. Such behaviour must be challenged, since it is normalised by being dismissed or tolerated.

Definitions: In this context, *sexual violence* is as defined in the Sexual Offences Act 2003. *Sexual harassment* is defined as unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to:

- violate a child’s dignity
- make him or her feel intimidated, degraded or humiliated
- create a hostile, offensive or sexualised environment.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. It can include:

- sexual comments, (such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names)
- sexual “jokes” or taunting
- physical behaviour, (such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature)
- online sexual harassment, (which may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence). It may include:
 - non-consensual sharing of nudes and semi-nudes, images and/or videos (known as sexting)*.
 - sexualised online bullying
 - unwanted sexual comments and messages (including on social media)
 - sexual exploitation (coercion and threats).
- upskirting; which typically involves taking a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

* UK Council for Internet Safety (UKCIS) provides detailed advice for schools on the sharing of nude and semi nude images (sexting) (refer to links in Appendix 2).

Harmful sexual behaviour is a term used to describe behaviour which is beyond that which is normal and developmentally expected, and can be problematic, abusive or violent. It can occur online and/or offline and should be considered in a child protection context. For further information, refer to the NSPCC guidance (see link in Appendix 2).

Staff training on peer on peer abuse

Children should be free from harm by both adults and other pupils/children. Safeguarding training for staff, including familiarity with this policy, raises their awareness of the indicators of peer-on-peer abuse and identifies the procedures for reporting concerns, taking action and also the school proactive measures to guard against such abuse taking place. Even if there are no reports, it does not mean peer-on-peer abuse is not happening; it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse they should report them to the DSL or DDSL. The school’s response to a report of sexual violence or sexual harassment is particularly important. It can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. The Ofsted Review into Sexual Abuse in Schools and Colleges recognises the enormity of peer-on-peer abuse and confirms the need for adults to better support young people so that they feel able to tell those who can help when they have been subjected to harmful behaviours. A commitment to respond to the review’s recommendations for schools and colleges is included in the text of this section of the policy. The recommendations can be referred to in Appendix 6. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they know they will be supported and kept safe.

Handling a concern: A pupil reporting sexual violence or sexual harassment will be offered support and every effort will be made to ensure that his or her education is not disrupted. Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Staff are provided with training to facilitate a calm and considered response to any concern.

A member of staff who receives a report of sexual violence or sexual harassment will take action in line with the standard guidance for dealing with disclosures, as identified in this policy. As with all concerns about the welfare of a child, all staff should act in the best interests of the child. The child making the report will be reassured, supported, taken seriously and kept safe. He or she should never be given the impression that reporting causes a problem, or be made to feel ashamed for making a report. In some cases, a third party, such as a friend, rather than the victim, may make the report. In such cases the same procedures will be followed, and it is important that the school understands why the victim has chosen not to make the report personally. Children may not find it easy to tell staff about abuse. Children can show signs or act in ways that they hope adults will notice and react to, or staff may overhear a conversation. If staff have **any** concerns about welfare, they should act on them immediately rather than wait to be told.

In overseeing the management of the concern, the DSL will consider, in line with overall safeguarding guidance, whether a referral should be made to children’s social care and, where a crime may have been committed, will make a referral to the police.

The principles for handling a report of sexual violence or sexual harassment remain the same if the incident is alleged to have taken place off the school premises, or to have involved pupils from more than one school. In the latter case, appropriate information sharing and effective multi-agency working are especially important.

If possible, a report will be managed with two members of staff present, (preferably one of them being the DSL or deputy). However, this might not always be possible. The DSL should be informed as soon as practically possible, if he or she is not involved in the initial report. If the report involves illegal images of children, it is a key consideration that staff should not view or forward such images. If viewing such an image is unavoidable, the UKCCIS advice (see link in Appendix 2) provides more details on what to do.

When there has been a report of sexual violence, the DSL or deputy should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially his or her protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school

The risk assessment will be recorded and kept under constant review. Full details of the matters for the DSL to consider in managing a report are given in paragraph 61 onwards of the DfE guidance cited above. In summary these are:

- the wishes of the victim in terms of how he or she wants to proceed
- the nature of the alleged incidents
- the ages and developmental stages of the children involved
- any power imbalance between the children
- whether the incident is a one-off or a sustained pattern of abuse
- any ongoing risks to the victim
- any other related issues and wider context

The school's initial response to a report is incredibly important, and it can encourage or undermine the confidence of further victims in coming forward.

There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.

The four scenarios are:

1. **Manage internally.** In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or referrals to statutory services, and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

2. **Early help.** The school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviours (HSB) and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support. More information on Early Help is set out in Part one of KCSIE with full details of the early help process in Chapter one of Working Together to Safeguard Children.

Early help and the option to manage a report internally are not mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).

3. **Referrals to children's social care.** Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a referral to local children's social care. At the point of referral to children's social care, schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services. Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.

Schools should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 445-447 of KCSIE will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school should be immediate.

In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

4. Reporting to the Police. Any report to the police will generally be in parallel with a referral to children's social care (as above). It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

The DSL should use [NPCC- When to call the police](#) to help them understand when they should consider calling the police and what to expect when they do.

Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity. At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.

In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim and alleged perpetrator(s) as required. Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation.

The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance. Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions. Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution. Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc). Careful liaison with the police investigators should help to develop a balanced set of arrangements.

There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school. The risk assessment as per paragraph 445-447 in KCSIE will help inform any decision.

If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties

safe and meet their needs. If the perpetrator(s) remains in the same school as the victim, the school should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. It will be important that the school ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools and colleges should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

Supporting the victim - further guidance: Further information and useful links to additional documentation can be found at paragraph 66 of the DfE guidance.

Safeguarding and supporting the alleged perpetrator: Due consideration will be given to the support and safeguarding needs of the alleged perpetrator. Children abusing other children may be a sign they have been abused themselves or a sign of wider issues that require support or intervention. The school will consider the balance of safeguarding the victim and providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions. These will be considered on a case-by-case basis and will take account of the age and developmental stage of the perpetrator(s), the nature of the allegations and frequency of allegations. A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation, as determined by the Headteacher in discussion with the DSL. Careful liaison with children's social care and the police, as appropriate, will aim to ensure that any action taken by the school will not prejudice an investigation and/or any subsequent prosecution. It is also important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a high level of support to help understand and overcome the reasons for such behaviour and help protect other children by limiting the likelihood of abusing again. The school will work with professionals as appropriate to provide support and to help alleged perpetrators understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again. Disciplinary action and appropriate support are not mutually exclusive; they can and should occur at the same time, where necessary.

In addition to the procedures in this policy, the school's policy on behaviour, discipline and sanctions will apply. A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.

Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre 113 (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

More information on harmful sexual behaviours (HSB) can be found at paragraphs 18-22 of the detailed advice, Sexual violence and sexual harassment between children at schools and colleges. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police. The NSPCC also provides free and independent advice about HSB: NSPCC Learning - Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework

A useful case study explaining issues around the victim and alleged perpetrator(s) sharing classes can be found on page 116 of KCSIE 2021.

Working with parents: The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence, though this might not be necessary or proportional in the case of sexual harassment. This will be considered on a case-by-case basis. The exception to this requirement is if there is a reason to believe that informing a parent or carer will put a child at additional risk. Careful consideration, based, where appropriate, on advice from relevant agencies, will be given to what information is provided to the respective parents or carers about the other child involved and when this is provided. Further details on working with parents can be found in the DfE guidance, starting at paragraph 71.

Safeguarding other children: The school will consider carefully the safeguarding needs of other children, particularly any who may need support due to having witnessed sexual violence. Following an incident, it is likely that other

children will 'take sides' and the school will be vigilant to do all it can to ensure that the victim, alleged perpetrator and any witnesses are not bullied or harassed, including via social media.

h) Suspected Harm from Outside the Watling Park School

A member of staff who suspects that a pupil is suffering harm from outside the school should seek information from the child with tact and sympathy using "open" and not leading questions (see TED questions, in a), above). A sufficient record should be made of the conversation and given to the Designated Safeguarding Lead for child protection.

i) PUPILS WITH SEND

Children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and there may be additional barriers to professionals in recognising vital indicators of abuse or neglect.

This may include:

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability without further exploration
- Children with SEND being disproportionately impacted by issues such as bullying without showing any outward signs
- Children with SEND being unable to communicate instances of possible abuse, neglect or bullying

The school's behaviour and anti-bullying policies make specific reference to dealing appropriately with SEND. Staff should be vigilant in relation to the bulleted points above, reporting any concerns to the DSL.

j) LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school's governance ensures that staff have the skills, knowledge and understanding to keep looked after children and previously looked after children (since they remain vulnerable) safe. In particular, this involves ensuring that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents/family or those with parental responsibility. Staff should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. Barnet's Virtual School contact details are on page 2.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. There are clear powers to share this information under duties on both local authorities and schools to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children. Where there is a looked after, or previously looked after child at the school, a designated teacher will be appointed, who will work with local authorities to promote the educational achievement of such pupils. The school has designated teachers for looked after children – Georgina Harcourt – Brown & Jayne Aherne. They will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The school will provide appropriate training for such a role.

5. Supporting the Pupil at Risk

The school recognises that children who are abused, witness abuse/violence or experience trauma or adverse childhood experiences (ACEs) may find it difficult to develop a sense of self-worth and to view the world as safe, benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. The school may be the only stable, secure and predictable element in the lives of children at risk. However, when at school their behaviour may be challenging and defiant and they may be withdrawn.

The school will endeavour to support the child through:

- The content of the curriculum to encourage self-esteem and self-motivation.

- The PSHE programme, through which pupils will, according to their age and stage of development, learn to develop a healthy, safer lifestyle by being able to:
 - Recognise and manage risks in different situations and then decide how to behave responsibly.
 - Judge what kind of physical contact is acceptable and unacceptable.
 - Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure, including knowing when and where to get help.
 - Be assertive to help resist unhelpful pressure.
 - Public Health England has produced a [range of resources](#) to support upper KS2 teachers to promote positive health, wellbeing and resilience among young people.
 - The government has published advice and guidance on [Preventing and Tackling Bullying, Mental Health and Behaviour in School](#). The Mental Health and Behaviour in Schools guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.
- The Watling Park School's ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school's behaviour policy, is aimed at supporting vulnerable pupils in the school. The school ensures that pupils know that some behaviours are unacceptable and that they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies who support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Drawing up a child protection plan, in consultation with other agencies, if appropriate, to identify strategies to assist a child.
- Keeping records and notifying the Safeguarding in Education Team or Barnet's Multi-Agency Safeguarding Hub, as appropriate, as soon as there is a recurrence of a concern.
- The appropriate transfer of information to the next school or setting when a pupil on the child protection register leaves the school. If the school does not know where the pupil has moved to, the LA Designated Officer will be contacted as soon as possible.
- The appropriate transfer of information to a new school or setting when a pupil leaves the school whenever the school has recorded child protection concerns.
- When required, the school will contribute to inter-agency working, as noted in the statutory guidance, *Working Together to Safeguard Children 2018*, providing, for example, an offer of help and/or by contributing towards an inter-agency assessment, in accordance with the Children Act 1989, to ensure a co-ordinated offer of early help when additional needs of children are identified. The school will contribute to inter-agency plans to provide additional support to children subject to child protection plans and will allow access for Children's Social Care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a Section 17 or Section 47 assessment. For further information see KCSIE (September 2021), paragraphs 17 and 31 and *Working Together to Safeguard Children July 2018*; (see links in this policy in Appendix 2).

6. A Safe Environment

Watling Park School recognises the need to provide a safe environment in which children can learn and develop. To facilitate this, Watling Park School will:

- Assess school activities and all areas of Watling Park School for risk and keep records.
- Ensure appropriate security at all points of access to the premises
- Not lock internal doors in areas being used by pupils;
- Glass panels are in the doors of classrooms, music practice rooms, offices and other appropriate areas. These should not be covered in spaces used by children.
- Ensure that all visitors to Watling Park School are required to sign in at reception on arrival. Visitors will be required to wear their identity badges or be issued with school visitor badges upon verification of their identity.

- Ensure that staff are vigilant and will either report unidentified visitors immediately to the school office or challenge the person directly if safe to do so. At times when the office is closed, staff should alert the Headteacher or other senior staff on duty.
- Be aware that there are occasionally times when large numbers of unknown visitors may be on site (e.g. lettings, fixtures, open mornings, plays or concerts). On these occasions, it is not expected that all these visitors will wear badges and only visitors found in areas inappropriate to the event or whose behaviour causes concern will be reported or challenged.
- Ensure that all staff are aware of the 'Policy for management, including identification, of visitors into Watling Park School site', as outlined in the 'Health and Safety Policy'
- The school and BPET Central Team should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
 - being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
 - understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
 - for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

7. The Designated Safeguarding Lead

Watling Park School has appointed an experienced and suitably qualified member of staff with QTS and authority as Designated Safeguarding Lead to be responsible for matters relating to child protection and welfare and Deputy Designated Safeguarding Leads with similar training, to act in their absence and take the lead should an allegation be made against the Designated Safeguarding Lead.

The DSL and deputies develop a complete safeguarding picture and are the most appropriate people to advise on the response to safeguarding concerns. The responsibilities of the DSL and DDSLs are provided in job descriptions specific to this aspect of their school role. They include;

- Being conversant with BCB/Barnet MASH procedures and the role of other agencies.
- Following Watling Park School's safeguarding & child protection policies and co-ordinating child protection procedures in the school.
- Being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- Consulting with the Safeguarding in Education Team/Barnet MASH or LADO, as appropriate, on issues if an allegation or suspicion occurs and liaising with the various child protection agencies where appropriate.
- The DSL should use [NPCC- When to call the police](#) to help them understand when they should consider calling the police and what to expect when they do.
- Keeping the Headteacher informed of all actions unless the Headteacher is the subject of a complaint. In this situation, the Designated Safeguarding Lead should consult with the Chief Executive, or Chief Operating Officer.
- Co-operating with any police and LADO investigations.
- Liaising with the Headteacher and Chief Operating Officer regarding training for all who work at the school on child protection issues.
- Attending appropriate higher level training every two years supplemented by informal updates as required, but at least annually.
- Undertaking training to facilitate the recognition of the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and ensure confidence in the capability to support SEND children to stay safe online".

- Keeping appropriate records, sharing these with agencies as and when appropriate. Data protection considerations must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.
- The DSL must have details of any social worker linked to a child in the school.
- Having a role in the oversight of the school's e-safety provision, the teaching of online safety and the quality of the school's filtering and monitoring
- Supporting staff.
- Take responsibility, when a child leaves the school, for ensuring that the child protection file is transferred securely to the new school as soon as possible and obtaining confirmation of receipt. Such a transfer of information should be separate from the main pupil file. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. As a recipient of a child protection file from a previous school, the DSL must ensure that key staff, including the Inclusion Manager, are made aware as required.

8. Helping a Child Who Wants To Tell You about Abuse

Staff should remember that the priority is to protect the child;

- Take the matter seriously
- React calmly and listen carefully
- Observe but do not judge
- Don't stop the child who is freely recalling significant events
- Reassure the child that he or she has done the right thing in telling you
- Indicate the action you will take and make it clear that you will have to tell the Designated Safeguarding Lead (you cannot promise confidentiality - no secrets)
- If the child comes back to talk at a later stage, don't comment or advise; ensure that you listen, record and reassure the child.

As a member of staff, it is essential to remember not to:

- Take the child to the Designated Safeguarding Lead – the DSL will decide if, when and how they will speak directly to the child
- Contact the parents yourself
- Interrogate the child or ask leading questions
- Speak to anyone about whom allegations are made, including colleagues
- Promise confidentiality
- Ask a child outright if he or she or others have suffered abuse
- Criticise the alleged perpetrator.

9. Ten Key Points To Follow If You Suspect, Or Are Told Of, Abuse:

The following guidelines, compiled by Dr Roger Morgan OBE (former Children's Rights Director), may be helpful:

Adults looking after children or young people in schools (or in residential establishments or youth organisations) should be aware of the risks of abuse (by adults or other young people), and take steps to reduce those risks. Adults (staff or volunteers) in charge of children or young people should know what to do if they suspect that someone is being abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. If you can, write brief notes of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said) – and keep your original notes, however rough and even if you wrote on the back of something else, (it's what you wrote at the time that may be important later – not a tidier and improved version you wrote up afterwards). If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards.
3. Do not give a guarantee that you will keep what is said confidential or secret – if you are told about abuse, you have the responsibility to tell the right people to get something done about it (see below). If asked, explain

that you are going to tell the people who can provide help, but that you will only tell people who absolutely have to know.

4. Don't ask leading questions that might give your own ideas of what might have happened (e.g. "did he do X to you?") – just ask "what do you want to tell me?" or "is there anything else you want to say". Refer to the TED questions in 4(a) above.
5. Immediately tell the Designated Safeguarding Lead (unless they are themselves accused or suspected of abusing, in which case this must be reported to the Headteacher) – don't tell other adults or young people what you have been told.
6. Discuss with the Designated Safeguarding Lead whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you).
7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc – social services and police staff are the people trained to do this – you could cause more damage and spoil possible criminal proceedings.
8. As soon as possible the Designated Safeguarding Lead should refer the matter to the local social services department (helped by your notes). Follow their requests about what to do next. They will set up any necessary investigations, and can advise you.
9. Never think abuse is impossible in your school or group, or that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or other adults, about abuse – make sure that senior young people know how to behave if they suspect, or are told of abuse.

Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

10. Safe Working Practice within the Code of Conduct for Staff

This should be followed in addition to the BPET School Staff Code of Conduct. Staff, supply staff, volunteers and helpers need to think and act carefully to avoid situations that could lead to difficulties or embarrassment or accusations. The following points are intended to provide some guidance: All who work with children must ensure that the children feel equally valued; favouritism, real or inferred, causes feelings of alienation and can be misconstrued.

- All who work with children must ensure that the children feel equally valued; favouritism, real or inferred, causes feelings of alienation and can be misconstrued.
- Staff who have concerns about the conduct of others, in respect of their engagement with children, should have the confidence that they are safe to raise their concerns and their view will be taken seriously. Staff should refer to and follow the procedures detailed in the whistleblowing policy, found in the staff handbook.
- Staff should not take children out on their own and refrain from forming personal relationships exclusively with one individual. Any form of sexual relationship between staff and students is illegal; this includes students over the age of 16, including work experience students attending the school, as such an action would constitute a breach of trust by a member of staff.
- Staff should take all reasonable steps to ensure that any behaviour on their part cannot be construed as a breach of trust, staff should ensure that they maintain professional boundaries in their relationships with pupils, parents and each other; including in social situations outside the school.
- Staff should take care that any electronic communication with pupils is wholly appropriate, does not constitute a breach of trust and is in accordance with E-safety guidance included in Section 12 of this policy. Staff must not befriend pupils on social networking sites. Please refer also to the school's Acceptable Use of ICT policy.
- Conversations and behaviour should be friendly but not over familiar. Young people are more comfortable with an adult in role than an adult who seeks to be 'one of the gang'.
- Responsible and appropriate use of authority provides stability and security.
- All children should be treated with dignity and respect in attitude, language use and actions.
- Respect the privacy of the children.

- Staff should respect the confidentiality of school information and data, including documentation and verbal communication
- Staff have a duty to uphold fundamental British Values
- In developing lessons and other activities staff should be mindful of their duty of care in avoiding exposing pupils to inappropriate images and material, both hard copy and electronic (see e-Safety Section below)
- Avoid questionable activity e.g. rough, sexually provocative games or comments.
- Ensure that correct safeguards are in place to cover 'one to one' situations and one to one work takes place in public or visible spaces. This may include individual coaching, instrumental music tuition, administering of first aid, nappy changing, conveying pupils by car etc. One to one situations have the potential to make a child more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them.
- Make sure that the only people allowed into an activity are the adults assigned to the group. You should not allow others to have free access unless they have a specific reason e.g. guest speaker, maintenance person.
- Physical contact should reflect the child's need not the adult's.
- Physical contact should be age appropriate and generally initiated by the child not the adult.
- Physical contact should take place only in public.
- Children have the right to decide how much physical contact they have with others, except in exceptional circumstances when they need medical attention or require physical intervention to keep themselves or others safe.
- Any act of restraint involving physical contact must be recorded in writing and the Headteacher notified immediately. The Headteacher will notify parents on the same day, or as soon as practicable thereafter. A record of such incidents will be kept.
- Physical contact must be in accordance with Watling Park School policy on reasonable force and physical restraint, further details of this can be found in Section 14 of this policy, below.
- Staff should monitor one another in adherence to the safeguarding policy. They should understand their responsibility to help each other by pointing out anything that could be misunderstood, and to challenge and report incidents where colleagues (including those more senior) are not acting in line with the safeguarding or procedure.
- Guidelines for intimate care are provided in the First Aid Policy and Early Years documentation
- Staff can refer to the Staff Dress Code for further guidance in this area
- The giving and receiving of gifts is covered in the 'BPET Finance Manual'
- Staff should be mindful of all areas of the Code of Conduct when conducting home visits as part of an induction process, or in a home tutoring situation, the latter requiring the agreement and approval of the school
- Guidance on the use of drugs and alcohol, including prescription drugs, is covered in the 'BPET Finance Manual'

More detailed information is available to all staff through the document 'Guidance for safer working practice for adults who work with children and young people', (see Appendix 2) The guidance identifies many key areas where adults can protect themselves from allegations.

11. Additional Information for Registered Settings

Watling Park School will inform Ofsted (0300 123 4234) of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. This will take place as soon as is reasonably practicable, but at the latest within 14 days.

12 Online Safety Policy

Watling Park School believes in the educational benefits of curriculum Internet use. Good planning and management that recognises the risks will help to ensure appropriate, effective and safe pupil use. In delivering the curriculum, teachers need to plan to integrate the use of communications technology such as such as Google Classroom, Google Meets, Zoom, and e-mail in order to enable pupils to learn how to locate, retrieve and exchange information using ICT to enable pupils to learn how to locate, retrieve and exchange information using ICT. Computer skills are vital to access life-long learning and for future employment.

Most technologies present risks as well as benefits. Internet use for home, social and leisure activities is expanding and being used by all sectors of society. This brings young people into contact with a wide variety of influences, some

of which could be unsuitable. It is important that schools, as well as parents, adopt strategies for the responsible and safe use of the Internet.

Core Principles of Internet Safety

The Internet has become as commonplace as the mobile phone or TV and its effective use is an essential life-skill. Unmediated Internet access brings with it the possibility placing of pupils in embarrassing, inappropriate and even dangerous situations through the following:

Content: Being exposed to illegal, inappropriate or harmful content, for example pornography, fake news, racism, misogyny, self-harm, suicide, anti-semitism, radicalisation and extremism.

Contact: Being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: Personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi nudes and/or pornography, sharing other explicit images and online bullying).

Commerce: Risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

This policy aims to help to ensure responsible use and the safety of pupils. It is built on the following five core principles:

Guided educational use

There are significant educational benefits from curriculum Internet use including access to information from around the world and the ability to communicate widely and to publish using a variety of media. Internet use should be planned, task-orientated and educational within a regulated and managed environment. Directed and successful Internet use will also reduce the opportunities for activities of dubious worth.

Staff are guided that, in relation to the age and maturity of the pupils (particularly, therefore, at primary level), when setting a task, such as homework, which involves internet research, this must not simply be an open-ended request (such as 'find out six facts about Henry VIII'). Instead, staff will research suitable and safe websites where pupils can undertake their research and will provide the pupils with a selection of website addresses. Where possible, these are provided electronically as hyperlinks, to be sure that pupils are taken to the correct destination. Children are also taught to evaluate the content of a site and choose the one most appropriate to their needs.

Risk assessment

21st Century life presents dangers including violence, racism and exploitation from which children and young people need to be protected. At the same time they need to learn to recognise and avoid these risks – to become "Digitally literate". Pupils need to know how to cope if they come across inappropriate material.

Responsibility

Internet safety depends on staff, schools, local advisers, parents and, where appropriate, the pupils themselves taking responsibility for the use of Internet and associated communication technologies. The balance between education for responsible use, regulation and technical solutions must be judged carefully.

It is acknowledged that, whilst Watling Park School provides pupils with a protected environment for Internet usage in school, the pupils may not benefit from the same level of protection in their access to the Internet beyond the confines of Watling Park School. Important aspects of Watling Park School's e-safety provision are, therefore, the development of the pupils' understanding of keeping safe online when not at school, and supporting parents in understanding how to help keep their children safe online. We provide Internet safety sessions for parents to attend in order to help parents ensure safety of pupils at home. These sessions are run in a timely manner to prepare parents and pupils for critical times such as early summer term for pupils who are about to move on to next schools, eg Year 6.

The Headteacher, DSL and DDSs are responsible for ensuring, so far as is reasonably practicable, a safe environment for internet use, for the implementation of policy and for the development of the pupils' understanding of how to keep themselves safe online, both in and out of school.

Dataspire are responsible for the maintenance of hardware and software systems and technology to ensure, so far as is reasonably practical, LGfL are responsible for the safe use of the internet.

The Computing lead is responsible for overseeing the successful development, both in ICT lesson and the wider curriculum and extra-curricular activities, of pupils' understanding of how to keep safe online and for supporting staff in implementing this objective.

All staff and volunteers are responsible for monitoring pupils' safety online and reporting any concerns arising from pupils' internet use, either at school or at home, and for supporting the development of the pupils' understanding of how to keep themselves safe online.

Regulation

The use of a limited and expensive resource, which brings with it the possibility of misuse, must be regulated. In some cases access within school is denied, for instance unmoderated chat rooms present immediate dangers and are banned. Fair rules, clarified by discussion and prominently displayed help pupils make responsible decisions for both school and home access.

Appropriate strategies

This document describes strategies to help to ensure responsible and safe use. They are based on limiting access, developing responsibility and on guiding pupils towards educational activities.

There are no straightforward or totally effective solutions and staff, parents and the pupils themselves must remain vigilant. There is a wealth of information available to support schools, colleges and parents/carers to keep safe online. A useful list of resources can be found in [KCSIE 2021](#) on pages 152-153.

1) The Importance of Internet Use

- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance Watling Park School's management information and business administration systems.
- Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.
- The Internet is an essential element in 21st Century life for education, business and interaction. Watling Park School has a duty to provide students with quality Internet access as part of their learning experience.

2) How the Internet benefits education

Benefits of using the Internet in education include:

- access to world-wide educational resources including museums and art galleries;
- educational and cultural exchanges between pupils world-wide;
- cultural, vocational, social and leisure use in libraries, clubs and at home;
- access to experts in many fields for pupils and staff;
- staff professional development through access to national developments, educational materials and good curriculum practice;
- communication with support services, professional associations and colleagues;
- improved access to technical support including remote management of networks.
- continuation of education when a child is off site for an extended period of time through remote learning

3) How Internet use enhances learning

- Watling Park School Internet access is designed expressly for pupil use and will include filtering appropriate to the age of pupils.
- Pupils will be taught what is acceptable and what is not acceptable and given clear objectives for Internet use.
- Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of pupils.
- Staff will guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location and retrieval.

4) Pupil's Understanding of how to keep safe online

The school develops the pupils' understanding of how to keep safe online, as part of a broad and balanced curriculum, and their resilience in protecting themselves and their peers.

Our children have access to a range of technologies to enhance their learning that access the internet. To ensure their safety, we have high level security filters, blocked sites and teacher controls to the children's access. Beginning in the youngest year groups, the children have regular lessons and reminders regarding how to keep safe on the internet and what this involves. They are taught what to look out for when online and where to seek help if they feel uncomfortable or unsure of anything including website content they may see. Annually, an expert in internet safety for children conducts workshops for both children and parents to remind them of relevant information and update them regarding the most recent information.

Pupils understanding of how to keep safe online and their resilience in protecting themselves and their peers is developed in the following ways:

- Accessing information safely e.g. not sharing personal details (name, age, school, address) with others.
- Awareness of "stranger danger" online e.g. online friends are not real friends.
- Pupils are encouraged to tell an adult if they have seen something online that they are worried about or if they have been asked personal information.
- Use of the internet whilst in the company of an adult.

At home, the same high level security features can be utilised to manage and monitor what your child accesses online. The internet offers amazing opportunities for learning, connecting, creating and collaborating and is an increasingly valuable resource in today's society. We continue to educate staff, our students and our school community to ensure our children have safe, positive experiences online.

5) Pupils' Evaluation of Internet content

Inappropriate material should not be visible to pupils using the Web. This is not easy to achieve and cannot be guaranteed. It is a sad fact that pupils may be confronted with inappropriate material, despite all attempts at filtering. Pupils will be taught what to do if they experience material that they find distasteful, uncomfortable or threatening. For example, to close the page and report the URL to the teacher or Computing manager for inclusion in the list of blocked sites. More often, pupils will be judging reasonable material but selecting that which is relevant to their needs, for instance to answer a homework question. Pupils should be taught research techniques including the use of subject catalogues and search engines. They will be encouraged to question the validity, currency and origins of information – key information handling skills. They should also use alternative sources of information for comparison purposes. Effective guided use will reduce the opportunity pupils have for exploring unsavoury areas. Using Internet derived materials in pupils' own work requires at least an understanding that straight copying is worth little without a commentary that demonstrates the selectivity used and evaluates significance. Respect for copyright and intellectual property rights, and the correct usage of published material needs to be taught.

- If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT co-ordinator.
- The use of Internet derived materials by staff and by pupils in school must comply with copyright law.
- Pupils are taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- Pupils will be taught to acknowledge the source of information and to respect copyright when using Internet material in their own work.

6) Management of e-mail

- Pupils may only use approved e-mail accounts on Watling Park School system.
- Pupils must immediately tell a teacher if they receive offensive e-mail.
- Pupils must not reveal details of themselves or others, such as address or telephone number, or arrange to meet anyone in e-mail communication.
- Access in school to external personal e-mail accounts is not allowed except where a teacher has specifically requested it for example to retrieve a piece of work emailed from home.

7) Management of School Media (Website and Social Media accounts)

- The point of contact on the Website is Watling Park School, Pavilion Way, Burnt Oak, London, HA8 9YA (address), office@watlingparkschool.org.uk (email) or 020 8353 4249 (phone number).

- Staff or pupils' home information will not be published.
- Website photographs that include pupils will be selected carefully and will not enable individual pupils to be identified.
- Pupils' full names will not be used anywhere on the Website, particularly associated with photographs.
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school's Website.
- The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.
- The school undertakes appropriate measures for the management of personal data which is stored electronically.

8) Newsgroups and chat

- Pupils will not be allowed access to public or unregulated chat rooms in school.
- Newsgroups will not be made available unless an educational requirement for their use has been demonstrated.
- A risk assessment will be carried out before pupils are allowed to use a new technology in school.

9) Management of emerging Internet uses

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

10) Authorisation for Internet access

- At EYFS and Key Stage 1, access to the Internet will be by adult demonstration and with directly supervised access to specific, approved on-line materials.
- In Key Stage 2, children will have more independent access to the internet, however this will be closely monitored and supervised by adults and restricted to approved online materials only.

11) Liaison and partnership with parents

- Parents have access to Watling Park School's e-safety policy on Watling Park School website and can request a paper copy from the school office.
- Parents will be informed that pupils will be provided with supervised Internet access.
- Parents and pupils will be asked to sign and return a consent form.
- Periodically Watling Park School runs e-safety information meetings for parents, which may involve an external speaker, in order to raise their awareness of e-safety matters and help them develop their children's safe use of the Internet.
- Copies of template agreements for children and parents are found in Appendix 3 of this policy.

12) Assessing the risks of Internet Use and Management of filtering

- In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. Watling Park School will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer.
- Methods to identify, assess and minimise risks will be reviewed regularly.
- The Headteacher will ensure that the Internet policy is implemented and compliance with the policy monitored.
- Watling Park School will work in partnership with parents, the DfE and our Internet Service Provider to ensure systems to protect pupils are reviewed and improved.
- The school will ensure that appropriate IT filters and monitoring procedures are in place to safeguard children from potentially harmful and inappropriate material online without unreasonable 'over blocking'.
- As part of the above the school will consider carefully how to manage the access to 3, 4 and 5G on the school premises (where relevant); this does not mean banning mobile devices (however, only pupils in Year 6 will be allowed to bring mobile phones to school and these will be handed in on arrival and returned to the pupil at the end of the day). The school will consider how mobile phone use is managed and how filters may be supplemented with behaviour management/staff code of conduct.

13) Introduction of the policy to pupils

- Rules for Internet access will be posted near all computer systems.
- Pupils will be informed that Internet use will be monitored.
- Instruction in responsible and safe use should precede Internet access.

14) Staff consultation and training

- The school will ensure that all staff have undertaken appropriate e-safety training
- All staff must have familiarised themselves fully with this policy before using any Internet resource in school.
- All staff, including teachers, supply staff, classroom assistants and support staff, will be provided with Watling Park School Internet Policy, and its importance explained.
- Staff development in the safe and responsible Internet use, and on school Internet policy will be provided as required. Induction training in safeguarding for new staff includes e-safety.

15) Technical provision, filters, safeguards and monitoring

The Computing Lead liaise with the technical provider to ensure regular checks of sites and other key aspects surrounding safeguards and filters are operating appropriately. The technical provider will inform relevant staff regarding any concerns which may lead to safeguarding issues and will run regular sweeps of all aspects accessed by students or staff, ensuring they immediately contact the DSL/DDSL or Headteacher should any inappropriate or concerning content be found.

Any access to the internet by pupils is under adult supervision. Apps are downloaded to iPads before given to pupils and are set up so children cannot download apps themselves. Laptops are used with pupil logins with LGFL filtering in place. All parents and children sign our acceptable use form annually.

16) Maintenance of ICT system security

- Watling Park School's ICT systems will be reviewed regularly with regard to security in conjunction with DATASPIRE.
- Virus protection will be installed and updated regularly by DATASPIRE.
- Memory sticks and other such portable storage devices may be brought into school when specific permission has been given.
- Staff will only use memory stick or portable storage devices that are securely protected (e.g. via password).
- Unapproved system utilities and executable files will not be allowed in pupils' work areas or attached to e-mail.

17) COVID-19 Amendments to Policy

During periods where there is a need for remote teaching and learning, our school's online safety policy will be updated to include guidance on the use of electronic communication and –[video calling software to allow for live lessons and interaction. Please see [the online safety policy](#) for this information.

13. Mobile Phones and Cameras Policy

1. Use of Cameras and the manipulation and storage of images

In this policy terms such as 'photography', 'pictures', 'images', 'camera', 'device' and 'digital technology' include both still and video media. The term 'camera' includes mobile phones, iPads and other equipment which has the capacity to take photographs or film.

At Watling Park School we recognise that the appropriate use of photography enhances many aspects of school life and the pupils' education. Mobile phone technology has become more sophisticated over recent years and will continue to evolve. Wireless connections in particular, extend the capabilities of mobile phones further; which allow access to new content and services, such as the internet, social networking sites and instant messaging. Many mobile phones offer camera, video and audio recording as standard. Mobile phones, alongside other technologies aim to change the way we communicate. This speed of communication often provides security and reassurance; however, as with any other form of technology, there are associated risks.

This policy is intended to ensure an environment in which children, parents and staff are safe from images being recorded and inappropriately used by providing a clear framework to ensure that

- the use of cameras and the storage of images reflect good practice
- the safeguarding needs of the pupils are met

- staff are not distracted from their work with children.

The policy also recognises that learning to use digital technology is an important part of the ICT curriculum. Teaching needs to ensure that pupils are able to learn how to use digital cameras and to edit and store photographs with an understanding of safeguarding requirements, for themselves and others, which is appropriate for their age and taking due account of the cyber-bullying aspects of Watling Park School's anti-bullying policy. Reference should also be made to Watling Park School's e-Safety Policy (see Section 12 above) policy and planning for the internet safety topic in the Computing/PSHCE scheme of work.

Photography is used at Watling Park School for a variety of purposes, including:

- Recording pupils' achievements, learning and progress.
- Contributing to each pupil's development profile.
- Providing evidence to support pupils' application for entrance/scholarship to their future schools.
- Recording school events and providing material for displays.
- Communication with parents, for example to help reassure new parents or carers of young children that they have settled well into school life and provide prompt information on their children's activities on residential trips.
- For publicity purposes (brochures, prospectus, media articles, website etc.) for both Watling Park School and Bellevue Place Education Trust.
- To support work undertaken by members of staff or students on placements for training and gaining further qualifications.

On their child's admission to Watling Park School, parents are asked to sign a consent form in relation to their child being photographed at school or during school events. The form provides for parents to give permission at different levels (for example to consent to their child being photographed to record achievement and progress, but not for publicity purposes. The form also gives parents the opportunity to state whether a child in a photograph can be named. A copy of the consent form can be found at Appendix 4.

Responses to the photography consent form are collated and the summary can be consulted at the school office on Arbor. It is important that staff familiarise themselves with this information. If parents withhold consent for certain aspects of photography in relation to their child, this must be respected. Images should be checked to determine whether photographs have been taken which inadvertently include pupils for whom consent has not been given. If this is the case, images should be destroyed, cropped or otherwise edited to ensure that parental consent is respected. If an image is edited for this reason, the original must be destroyed.

Periodically, professional photographers visit Watling Park School by arrangement to take portrait photographs and formal pictures of sports teams etc. Care should be taken that parental consent is respected and also that parents have not unintentionally withheld consent regarding such photographs. Any areas of doubt should be discussed with the Headteacher, who will arrange for parents to be contacted as appropriate. It is not compulsory for pupils to be included in portrait and team photography, nor is there any obligation on parents to purchase the resulting photographs.

From time to time a teacher, student or trainee teacher on placement may undertake a case study of a child, for example, as part of a training course to gain a qualification. In such situations, parental consent with regard to photography must be respected. Case studies will only be undertaken following prior written consent from the parent or carer and, except by prior arrangement between the Headteacher and the parent/carer, the child's name will be changed in the case study to protect his or her identity.

Occasionally a photograph may be taken which inadvertently catches a pupil in an unfortunate, embarrassing or compromising position. If this is the case, the image and any copies of it must be destroyed immediately.

Photography by parents

Whilst parents are reminded that taking photographs of children is not permitted due to safeguarding, it is very difficult to police the use of cameras by parents, for example at assemblies or on the touchline at sports fixtures. However, if members of staff have concerns about the suitability of photography by parents, they should consult and Designated Safeguarding Lead and/or the Headteacher, who will consider the situation with reference to this policy and Watling

Park School's safeguarding procedures and take appropriate action. Concerns will be taken seriously, logged and investigated appropriately.

The parents' handbook includes guidelines for parents on the use of photography at school events.

Any parent who works at Watling Park School, for example as a volunteer, must abide by this policy. The teacher responsible (for example the Trip Leader for an educational visit which uses parent volunteers) must ensure that the parents involved are aware of this policy and abide by it.

Parents cannot video or photograph at any school event (e.g. Nativity, concerts, performances, assemblies, drama or choir performances) as they cannot guarantee the levels of consent given by the parents of the other children involved. Wherever possible, Watling Park School will make a video recording/DVD for parents and other family members to watch at an arranged time on the school premises. If an official recording is made, it will be carefully edited before it is made available to parents, will ensure that parental consent is respected.

Use of equipment

Except with specific permission from the Headteacher, staff may not use their own cameras, phones or other equipment to take pictures in school or at school events. A school camera/iPad is available for each class in Watling Park School for this purpose. Please ensure that batteries are recharged as appropriate. Users bringing personal devices in to Watling Park School must ensure there is no inappropriate or illegal content on the device. Staff must ensure that this policy is observed when using other equipment which can be used in connection with photographs (photocopier, scanner, printer, iPads etc.)

Editing and storage of photographs

All images taken by members of staff or volunteers at school or on school activities remain the property of Watling Park School. Watling Park School may require images to be deleted or edited as appropriate and may also select images taken by members of staff or volunteers for other purposes, with due attention paid to the requirements of this policy.

When editing images, staff must take due professional care and ensure that edited images do not mislead or misrepresent. Care must also be taken to ensure that images do not result in their subject being vulnerable to embarrassment, teasing, bullying or abuse.

Close attention must be paid to the storage of images, particularly whilst kept on portable media such as flash cards and memory sticks. Staff are responsible for the security of such media and the images they contain and must take all reasonable measures to ensure that they are kept safe and do not come into the possession of unauthorised people including only using password protected items.

Images must at all times be kept on school equipment and storage media and not transferred to personal devices or internet storage facilities. In certain circumstances only, members of staff may transfer images to personal equipment for the purposes of sorting and editing but they must be transferred into Watling Park School's photograph archive and deleted from personal equipment at the earliest opportunity. Images must at all times be kept on school equipment and storage media and not transferred to personal devices or internet storage facilities (outside of the school one drive. At the end of each year, all images on the one drive must be deleted or moved to the intranet (see below)

All images must be stored permanently only in Watling Park School's photograph archive on Watling Park School intranet (except where they form part of other approved school documentation, such as a record of achievement, display, brochure or official website), where they will be monitored by the Designated Safeguarding Lead and Headteacher. Once sorted and edited, images must be transferred to the archive and deleted from other personal and school equipment and temporary storage media.

To maintain security and enable subsequent users to work effectively, images on flash cards and other portable media must be deleted once they have been transferred. Similarly, where cameras have the capacity to save images without the need for a removable card, these must be deleted after use.

Unless specific prior consent has been obtained, members of staff and volunteers must not post school images on personal pages of social networking sites or other websites. The use of images on Watling Park School's official Facebook page, website and other approved sites is carefully monitored by the Designated Safeguarding Lead to ensure that it is in line with this policy and parental consent. The age limit for having a Facebook account is 13 and other social networks have similar restrictions. However, parents do not always enforce these restrictions. Staff must be vigilant in respect of any inappropriate use by pupils of school images or their own photographs of school events on social networks and must report any concerns to the Designated Safeguarding Lead.

The Designated Safeguarding Lead is responsible for liaising with the chair of the parents' association (or other delegated member of the association) to ensure familiarity with this policy and that images used on the association's Facebook page and in newsletters and other literature and media abide by this policy and respect the levels of consent given by parents in respect of photography.

Final responsibility for the appropriate use of photography at school and in connection with school events rests with the Headteacher and the child protection officer. They monitor school images and may require an image to be deleted, edited or removed from a particular document, website etc. in accordance with the requirements of this policy.

Watling Park School assesses the risk of access to archived images by inappropriate individuals to be very low. Staff and volunteers must ensure that their use and storage of images maintains a similarly acceptable level of risk.

2. Use of mobile phones by members of staff and by volunteers in school

Mobile phones provide many benefits to school life, notably in improving health and safety through better communication with staff in more remote parts of Watling Park School campus (if walkie-talkies are not available) and on off-site visits. However, mobile phones, particularly those capable of taking pictures, also present a challenge for the school community to ensure that pupils are safeguarded in relation to the potential for improper use and also that their education is not impeded by the use of mobile phones at inappropriate times.

Watling Park School parents' handbook provides information on the use of mobile phones by pupils. Staff must be vigilant to ensure that the use of mobile phones, including their use by volunteers, visitors and pupils is always appropriate and that the safeguarding needs of the pupils are met. Any concerns should be discussed with the Headteacher or Designated Safeguarding Lead. Concerns will be taken seriously, logged and investigated appropriately. Where a member of staff, visitor, volunteer or pupil has a mobile phone with the facility to take pictures, its use is subject to the policy on the use of cameras and the manipulation and storage of images, above.

- On arrival at school staff should switch their phones off to ensure that they do not adversely affect their duties at school and the pupils' education.
- In cases of emergency (for example a seriously ill relative), mobile phones should be left in the office, office staff should be alerted and the phone can be left switched on so that a message can be relayed.
- Staff may use their phone at break times and lunch time provided that (i) pupils are not present, (ii) they are not on duty and (iii) this does not prevent them from responding to a request for assistance from another member of staff or other aspects of their professional duties.
- Watling Park School's lead first aider, premises manager and Headteacher are exempt from the restrictions on the use of mobile phones whilst on duty so that they can be contacted at all times by Watling Park School office in case of emergency.
- For safeguarding reasons, school mobile phones are not equipped with cameras.
- School mobile phones are available from Watling Park School office. A school phone must be collected by members of staff engaged in particular school activities where it is important to maintain communication with Watling Park School office. These include:
 - Use of local offsite facilities – swimming pool, theatre, church,
 - School sports facilities
 - Lessons at more remote parts of Watling Park School campus – sports fields, music annexe, forest school
 - Educational visits and away sports fixtures
 - Breakfast Club and after school care
 - When on duty at Watling Park School gate at the beginning and end of Watling Park School day

- Situations where, by prior arrangement with the Headteacher, a single member of staff is directly responsible for a group of pupils and a second member of staff is “on call” nearby.
- The number of Watling Park School mobile phone used for after school care is published to parents so that they can make contact to provide details of any delays or changes in arrangements. This phone must remain switched on and must be carried by one of the members of staff on duty at all times.

Further information can be found in the parents’ handbook.

- School mobile phones should not be used for personal calls. After use they must be signed back in at Watling Park School office. Any problem with the phone should be reported as soon as possible.
- By arrangement with the Headteacher, a member of staff’s personal mobile phone may be designated as the means of communication for specific activities (i.e. those listed above). In such situations, it is expected that this policy will be observed in respect of personal use. The cost of calls made on school business will be reimbursed, provided that they can be identified on an itemised bill or otherwise.
- The use of mobile phones by staff whilst on school duties must respect national legislation and common courtesies. For example, they must not be used whilst driving and should be switched to silent at events and venues where this is expected.
- Watling Park School assesses the risk to pupils through the improper use of mobile phones to be very low. Staff and volunteers must ensure that their use of mobiles phones maintains this level of risk.

14. Use of Reasonable Force and Physical Restraint; acceptable physical contact

1. The Legal Framework

Physical Restraint should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in Watling Park School, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at Watling Park School or among its pupils, whether during a teaching session or otherwise. (Examples of possible situations are given in Section 6) This policy draws on ‘Use of reasonable force; Advice for Headteachers, staff and governing bodies’ published by the DfE in July 2013 and KCSIE 2021.

2:1 Definition of restraint at Watling Park School

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

2:2 General Policy Aims

Staff at Watling Park School recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety/well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Behaviour and Child Protection policies.

2:3 Specific Aims of the Restraint Policy

- To protect every person in Watling Park School community from harm.
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

3. Why use restraint?

Physical restraint should avert danger by preventing or deflecting a child’s action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which

arise within the above categories. Staff should always act within Watling Park School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and wellbeing. Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

The school does not have a "no-contact" approach to pupil management, since this may leave staff unable to protect pupils. This section on reasonable force and physical restraint should, therefore, be read in connection with the section on physical contact, below. It is the intention of these policies to allow and support staff to make appropriate physical contact.

3.1 Alternative Strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with Watling Park School's policy on behaviour.

3.3 Use of Physical Restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment. Staff are authorised to use reasonable force only in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

KCSIE 2021 provides additional guidance that reasonable force may involve either *passive* physical contact, such as standing between pupils or blocking a pupil's path, or *active* physical contact such as leading a pupil by the arm out of the classroom.

When considering the use of reasonable force towards children with SEND or medical conditions, the risks should be carefully considered and reasonable adjustments made in relation to individual needs. Individual behaviour plans, personal health or medical plans and other forms of proactive behaviour support should be taken into account to reduce the need for reasonable force.

When physical restraint becomes necessary:

- DO**
- Tell the pupil what you are doing and why
 - Use the minimum force necessary
 - Involve another member of staff if possible
 - Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
 - Use simple and clear language
 - Hold limbs above a major joint if possible e.g. above the elbow
 - Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil.

3.4 Actions after an Incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **A member of the leadership team should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed on the same day by the Headteacher (see below). A copy of the form in Appendix 5 must be completed by the member of staff involved and any adult witnesses on the same day as the incident and passed to the person reviewing the incident.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural EHC plan, which may include an anger management programme, or other strategies agreed by the SENCO. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded immediately. All sections of this report should be completed so that in the event of any future complaint a full record is available. The Headteacher (or, in his/her absence, a member of the leadership team) will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

4 Risk Assessments

If Watling Park School becomes aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, the school will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action Watling Park School might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate.

5 Complaints

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. It is our intention to inform all staff, pupils, parents and adviser about these procedures and the context in which they apply.

6. When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a pupil attacks a member of staff, or another pupil
- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area

- a pupil behaves in such a way that seriously disrupts a lesson.

Acceptable Physical Contact

It is inappropriate to rule out all forms of physical contact between adults and pupils in school. In many circumstances, particularly with younger pupils, physical contact is important in providing comfort, reassurance and trust. It is important, therefore, that acceptable parameters for physical contact are understood and followed. Staff should be careful that their actions do not lead to misinterpretation, making themselves vulnerable to accusations of inappropriate contact. In this context, this section should be read in conjunction with Section 10 (Safe Working Practice) of this policy and also the BPET employment policies.

General Principles:

- Physical contact should always be a response to the needs of the child, not the adult and should last only as long as is necessary
- It should take place only with the child's clear consent
- Adults should be aware of any religious or cultural practices or beliefs which may influence whether physical contact is acceptable
- Aspects of the curriculum, such as coaching in sport, music, drama and dance, may be more effectively taught through strategies which involve physical contact. However, these should be undertaken in a public arena, such as a class situation, and not in one-to-one tuition.

Specific Considerations

- The administration of first aid or medication may necessitate contact proximate to intimate areas of the body. In such circumstances, administration should be undertaken in a manner which respects the dignity of the patient by someone who is suitably qualified. Except with the youngest children, and thereafter, in accordance with age-appropriate expectations, administration should preferably be undertaken by someone of the same gender and a second adult should be present.

15. Radicalisation And Extremism: The 'Prevent' Strategy

The school is committed to supporting the 'Prevent' strategy in relation to radicalisation and extremism. It works to prevent children being drawn into supporting extremist ideas and terrorist ideology and to help them develop resilience to radicalisation. The Chief Executive is the governance committee's 'Prevent lead person' and the DSL is the nominated member of staff to be the 'Prevent lead person' in school.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, 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 DSL or deputy making a referral to the panel for the [Channel programme](#). Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The Channel panel will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment.

Definitions, to Extremism, Radicalisation and Terrorism are all explicitly set out in Keeping Children Safe in Education (page 89):

- Extremism - is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism - is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Further information on the Prevent duty can be found via the link in Appendix 2.

The school undertakes the following measures in relation to the 'Prevent Strategy':

- 'Prevent' is considered carefully as part of the school's safeguarding procedures
- All staff and volunteers undertake training in respect of 'Prevent'
- The Designated Safeguarding Lead undertakes a higher level of 'Prevent' training in order to support staff, engage effectively with external agencies and follow reporting and information sharing protocols appropriately
- 'Prevent' is considered carefully in the appointment of new staff, volunteers and contractors and in the admitting of visitors and visiting speakers to the school
- 'Prevent' is a topic for staff and SLT meetings; the SLT have developed an understanding of potential risks in the local area including potential impact on vulnerable pupils at the school
- There is a clear referral route through the Designated Safeguarding Lead to 'Channel'
- The school strongly promotes fundamental British values in curricular and extra-curricular activities and the promotion of the school's ethos and aims.
- The school will work as required with other agencies, including the LADO, LSCB, Children's Services and 'Channel' with regard to the 'Prevent' agenda
- Computer systems have appropriate levels of filtering to ensure, insofar as is possible, that terrorist and extremist material is suitably controlled
- The school provides internet safety training for pupils, parents and staff and pupils are strongly supported to enable them to use the internet safely
- PSHE lessons, assemblies and other areas of the curriculum and extra-curricular programme include topics to help develop pupils' resilience to radicalisation.

16. Vetting Visiting Speakers

The school is aware of the potential risk to children through exposure to views of visiting speakers whose presentations may include material of an extremist nature or which contradicts the school's commitment to provide pupils with a balance of opposing political views. Accordingly, the school undertakes a range of measures to vet the content of presentations by visiting speakers. The level of checking will be determined by an assessment of the likely level of risk and may include the following measures;

- The visiting speaker will be asked to provide assurance that the content of the presentation does not include material of a radicalising or extremist nature and is not in any other way inappropriate for the pupils involved.
- Presentations, such a PowerPoint, will be required in advance and will be checked by the member of staff responsible and discussed with the speaker
- Visiting speakers will always be accompanied. A member of staff will attend presentations to pupils and will be prepared to intervene, should the content stray from agreed expectations
- An appropriate level of checks, including an identity check, will be undertaken on visiting speakers, particularly any not previously known to the school. Most speakers will be well known to the school (parents, local professionals, religious leaders) and the school will be familiar with their standing and reputation. Where a speaker represents an organisation, for example, the fire service or a charity, identity checks will include verification of the speaker's connection with the organisation.
- The school's vetting procedures may include an internet search to check for links with inappropriate organisations or the expression of extremist views which would indicate that it would be inappropriate to address pupils at the school.

The above procedures apply at an appropriate level, to all situations where visitors present to the pupils, not simply formal talks, but also the more informal visits to class, covering topics from dental care to Diwali. The procedures are also followed where speakers visit at the invitation of pupils. Any such pupil invitation must be approved by a member of the SLT.

17. Reviewing This Policy

When reviewing this policy, the school will draw on the expertise of staff in shaping the safeguarding arrangements and policies, to ensure that the school considers at all times what is in the best interests of the child.

Child Protection (Safeguarding) Policy: Appendices

Appendix 1 Helpful Information

This section is designed to provide information that facilitates understanding of key terminology and indicators:

WHAT IS CHILD ABUSE?

Defined in the Government guidance 'KCSIE (September 2021)'

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

There are four types of child abuse.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Physical abuse: a form of abuse which 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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 sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Bullying is not defined as a form of abuse in Working Together but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse.

The following provides useful guidance on specific further categories of abuse:

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are forms of child abuse (as defined on pages 12, 13 and 125 of KCSIE 2021). They occur 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 or criminal activity:

- in exchange for something the victim needs or wants
- for the financial advantage or increased status of the perpetrator or facilitator, and/or
- through violence or the threat of violence

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Male and female children are likely to have different experiences of CSE and CCE. These forms of harm often overlap with each other and other forms of abuse; perpetrators may subject children and young people to multiple forms of abuse.

Some of the indicators common to both CSE and CCE are where children:

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

Children who have been exploited will need additional support to help maintain them in education.

Child Sexual Exploitation

In February 2017 the DfE published updated guidance on Child Sexual Exploitation, in the form of an update to Working Together 2018. The government provided updated information in KCSIE 2021. The updated guidance includes the following definition:

- CSE (Child Sexual Exploitation) is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.
- CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
- Further information about CSE including definitions and indicators is included in R of [KCSIE](#)
- Some additional specific indicators that may be present in CSE are children who:
 - -have older boyfriends or girlfriends; and
 - -suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.
- Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

Child Criminal Exploitation

- Some specific forms of CCE (Child Criminal Exploitation) can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal

exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Staff have been made aware of the updated guidance and recognise that no school, community or social group is immune to the risk of child sexual exploitation, including online, and it can affect both boys and girls. Children can be perpetrators as well as victims.

Appendix 2 provides links to relevant documentation relating to child sexual exploitation.

Peer-on-Peer Abuse (Child on child)

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

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All staff should understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy). Sexual violence and harassment can occur between two children of any age and sex. Staff working with children are advised to maintain an attitude of “it could happen here”.

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

The following document contains further detailed information:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Serious Violence and County Lines

The school ensures that all staff are aware of indicators which may signal that children are at risk from, or are involved in, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts of new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person, male or female, under the age of 18
- can affect any vulnerable adult over the age of 18
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

The school ensures that staff are aware of the associated risks of serious violence and county lines and understand the measures in place to manage these. Links to advice for schools on preventing youth violence and gang involvement and on county lines are to be found in Appendix 2.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. For further information about sexual harassment see Annex B.

A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some more specific indicators for county lines include children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as "plugging", where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a "trap house" or "cuckooing" or hotel room where there is drug activity
- owe a "debt bond" to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information can be found here: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

The following Home Office documents provide guidance to schools;

Preventing Youth Violence and Gang Involvement

Criminal Exploitation of Children and Vulnerable Adults; County Lines

FGM (Female Genital Mutilation)

FGM is a crime committed usually within the scope of honour-based violence. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and, therefore, girls within that age bracket are at a higher risk. FGM is illegal in the UK. On the 31 October 2015, it became mandatory for teachers to personally report known cases of FGM to the police. Please refer to section 5, above for information on this mandatory duty and to Appendix 2 for relevant contact information.

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

Teachers* are required to report to the police any cases or suspected cases of FGM. Nevertheless, all staff should liaise with the DSL with regard to any concerns about FGM (unless there is a reason not to do so). The police will be informed and Children's Social Care involved, as appropriate.

* "Teachers", here refers to anyone undertaking 'teaching work', as defined in *The Teachers' Disciplinary (England) Regulations 2012*, as explained in paragraph 272 of the ISI commentary on the regulations. This definition includes such persons as teaching assistants, sports coaches and visiting instrumental music staff.

Honour-Based Abuse (HBA)

Honour-based abuse is a crime or incident which may have been committed to protect or defend the "honour" of the family or community, including FGM, forced marriage, and practices such as breast ironing. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV

Honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour-based violence. However, it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL or deputy. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. However, if it is clear that a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first place. It is important, if honour-based violence is known or suspected, that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

Children Missing From Education

The school views absence as an issue related to both safeguarding and educational outcomes. Measures have been taken to adopt the additional admissions and attendance requirements which came into force on 5th September 2016 with a view to minimising the occurrence of children missing from education. Relevant staff have received training from the BPET safeguarding auditor in the implications and implementation of these measures. The school liaises with and reports to the Local Authority, as required, on these matters and may take steps that could result in legal action for attendance, or a referral to children's social care, or both. In accordance with the requirements of **KCSIE 2021**, the school holds, so far as is reasonably possible, more than one emergency contact number for each pupil.

Patterns of children missing education, particularly repeatedly, can be a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and children missing from education procedures. It is essential that they are assiduous in their prompt completion of attendance registers, liaise closely with the school office to resolve any unexplained absences, and report any concerns about absence to the DSL. A relatively short length of time a child is

missing does not reduce risk of harm to that child, and all absence or non-attendance is considered with other known factors or concerns. On a day-to-day basis administrative staff monitor registers for patterns of absence and the DSL/a member of SLT undertakes a regular review of attendance records to analyse for patterns and trends.

The DSLs and staff consider the following, as appropriate:

Children missing lessons:

- Are there patterns in the lessons that are being missed?
- Is this more than avoidance of a subject or a teacher?
- Does the child remain on the school site?
- Is the child being sexually exploited during this time?
- Is the child late because of a caring responsibility?
- Has he or she been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Children missing single days:

- Is there a pattern in the day missed?
- Is it before or after the weekend suggesting the child is away from the area?
- Are there specific lessons or members of staff on these days?
- Is the parent informing the school of the absence on the day?
- Are missing days reported back to parents to confirm their awareness?
- Is the child being sexually exploited during this day?
- Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to whereabouts of the pupil?

Children with continuous days of absence:

- Has the school been able to make contact with the parent?
- Is medical evidence being provided?
- Are siblings attending school (either our or local schools)?
- Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

Elective Home Education (EHE)

- Home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Schools must inform their LA of all deletions from their admission register when a child is taken off roll, except if the name is deleted after they have completed the final year at the school. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the DfE recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible.
- Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Forced Marriage

In the case of children: 'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care. The school's policies and practices reflect the fact that, while all members of staff have important responsibilities with regard to pupils who may be at risk of forced marriage, they should not undertake roles in this regard that are most appropriately discharged by other children's services professionals, such as police officers or social workers.

Characteristics that may indicate forced marriage:

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a dip in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and pupils being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that, where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is classified as either "cyber-enabled" (crimes that can happen off-line but are enabled at scale and speed on-line) or "cyber-dependent (crimes that can only be committed by using a computer).

Cyber-dependent crimes include unauthorised access to computers ("hacking"), denial of service (DoS) attacks ("booting"), and making, supplying or obtaining malicious software ("malware") with the intent to commit further offences.

If there are concerns about a child the DSL should consider referring into the Cyber Choices programme. This is a nationwide police programme aiming to intervene where a young person is at risk of being drawn into cyber-dependent offences. More information can be found at: <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

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

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern

Slavery Statutory Guidance. Modern slavery: how to identify and support victims. A copy of which can be found [here](#)

Domestic Violence and Abuse

The cross-government definition of domestic violence and abuse, as in the Domestic Abuse Act 2021 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.

The Government plans to introduce new statutory guidance for those working with domestic abuse victims and perpetrators, including those concerned with the impact on children.

It is important to recognise that many children will be living (or may have lived) in families where domestic abuse is a factor, and that these situations have a harmful impact on children emotionally and psychologically, as well as placing them at risk of physical harm. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result. Children witnessing domestic abuse is recognised as 'significant harm' in law and can impact on children when they witness it at home and/or suffer it in an intimate personal relationship. Domestic abuse can also be a sign that children are suffering another type of abuse or neglect.

Definition of harm & significant harm - adoption & children act 2002 (section 10)

"Ill treatment or the impairment of health or development (impairment suffered from seeing or hearing the ill treatment of another)."

'Development' means physical, intellectual, emotional, social or behavioural development.

'Health' means physical or mental health.

'Ill treatment' includes sexual abuse and forms of ill treatment which are not physical.

NB: The Adoption & Children Act 2002 s120 amended the definition of harm to include those instances where a child may witness domestic violence.

Recognition of significant harm.

Significant harm includes an allegation of a sexual nature or parents whose behaviour may present risk because of:

- Domestic violence, drug and alcohol abuse and mental health problems
- Any physical injury caused by assault or neglect which requires medical attention
- Repeated incidents of physical harm
- Any contact with a person assessed as presenting a risk to children
- Children who live in low emotional warmth, high criticism environments
- Children who suffer from persistent neglect
- Children who may be involved in prostitution
- Other circumstances where professional judgement and/or evidence suggest a child's health, development or welfare may be significantly harmed.

Indicators of abuse

Physical:

- Unexplained injuries, burns, bruises
- Finger marks
- Fear of undressing or medical help
- Improbable explanations for injuries
- Fear of returning home or parents being contacted
- Unexplained absence from school.

Neglect:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness and non-attendance
- Poor social relationships
- Constant tiredness
- Independent and street wise
- No parental support for education
- Compulsive stealing or scrounging.
- A child going missing from an education setting is a potential indicator of abuse and neglect.

Emotional Abuse:

- Fear of new situations
- Inappropriate emotional responses
- Self-harm
- Reluctance to accept praise
- Low self esteem
- Lack of home support
- Depressed and withdrawn
- Social isolation – not joining in, and few friends.

Sexual Abuse:

- Bruises
- Scratches
- Bite marks on the body
- Persistent infections in the anal or genital area
- Any sexual awareness inappropriate to child's age – shown in drawings, play, vocabulary
- Frequent masturbation
- Changes in behaviour

- Refusal to stay with certain people
- Self-harm
- Depression
- Low self-esteem
- Pregnancy.

Recognition of Abuse

Be open to possibilities. Be aware – if you don't believe it is possible you will never see it. Don't jump to conclusions and look for credible non-abusive explanations, but recognise you may need to seek advice to evaluate the facts. Don't let your preconceptions of the family skew your judgement.

The Symptoms of Stress and Distress

An abused child will usually show signs of stress and distress. Possible signs of abuse include, but are not limited to, those listed below. Many of these may, of course, have nothing to do with abuse, but are worth consideration in trying to understand the child's behaviour:

- A drop in school performance
- Aggressive or hostile behaviour
- Difficulties in relationships with peers
- Excessively affectionate or sexual behaviour towards adults or other children
- Regression to more immature forms of behaviour
- Self-harming or suicidal behaviour
- No reasonable or consistent explanation for a pupil's injuries, or a pattern of injuries
- Disturbed sleep

Mental Health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our child safeguarding policy and speaking to the designated safeguarding lead or a deputy (KCSIE 2020)

In addition to the information provided in Section on Radicalisation and Extremism and in this section on Abuse, staff can refer to Annex A of KCSIE 2020 for information on further specific areas of concern about vulnerability, including,

- Children and the court system
- Children with family members in prison
- Child criminal exploitation
- Domestic abuse
- Homelessness

Staff should ensure that they are familiar with the information provided within Annex A of KCSIE 2020 and if they have any concerns report them to the DSL.

Appendix 2 – Useful links and contact details

School Contacts:

Multi-Agency Safeguarding Hub (MASH)

North London Business Park (NLBP),
Oakleigh Road South,
London N11 1NP

Tel: 020 8359 4066

FAX: 0871 594 8766
Email: mash@barnet.gov.uk

Contact the LADO via MASH

Tel: 020 8359 4066

Ofsted

Email: enquiries@ofsted.gov.uk
Telephone: 0300 123 4234
Address: Piccadilly Gate, Store Street, Manchester, M1 2WD

Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
Email: dbsdspatch@dbs.gsi.gov.uk
Address: DBS, PO Box 181, Darlington, DL1 9FA
Telephone: 01325 953795

'Keeping Children Safe in Education (September 2021) (KCSIE)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf

Part 1 only is available separately here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828587/Keeping_children_safe_in_education_part_one.pdf

Working together to safeguard children July 2018

www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Version of this guidance suitable for young people;

<http://www.childrenscommissioner.gov.uk/sites/default/files/publications/Working%20together%20to%20safeguard%20children.pdf>

What to do if you're worried a child is being abused (March 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Contact details for advice and support about extremism

Sam Rosengard, Barnet Prevent Coordinator
Email: BarnetCST@barnet.gcsx.gov.uk

Local police force - Barnet

101 (the non-emergency police number)

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff : 020 7340 7264 and counter-extremism@education.gsi.gov.uk).

Contact details for mandatory reporting of FGM to the police: contact 101 – The Police

NSPCC Inform website

<http://www.nspcc.org.uk/Inform>
Telephone: 0808 800 5000; Email: help@nspcc.org.uk

NSPCC Whistleblowing helpline

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>
Telephone: 0800 028 0285; Email: help@nspcc.org.uk

Guidance for safer working practice for adults who work with children and young people

<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>

Rights 4 Me (Office of the Children's Commissioner for England (OCC))

www.rights4me.org

Email: advice.team@childrenscommissioner.gsi.gov.uk or info.request@childrenscommissioner.gsi.gov.uk

Child Sexual Exploitation

[Child sexual exploitation: definition and guide for practitioners; www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners](http://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)

[Child sexual exploitation: annexes;](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591905/CSE_Guidance_Annexes_13.02.2017.pdf)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/591905/CSE_Guidance_Annexes_13.02.2017.pdf

Mental Health

[https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

[2https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing)

Peer on Peer Abuse

DfE Guidance:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Advice from the UK Council for Internet Safety (UKCIS):

Sexting: How to respond to an incident:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf

Sexting in schools and colleges:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

NSPCC Guidance on Harmful Sexual Behaviour:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

Home Office guidance on preventing youth violence and gang involvement

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Home Office guidance on Criminal Exploitation of children and vulnerable adults: County Lines

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCCountyLinesGuidanceSept2018.pdf

Guidance to support schools with data protection activity, including compliance with the GDPR. [Data Protection: toolkit for schools](#)

Online Safety

DfE advice for schools <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Resources that could support schools and colleges include:

- [Be Internet Legends](#) developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world](#) framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching online safety in school](#) is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources
- [Public Health England](#) Rise Above
- [UK Safer Internet Centre](#) developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Appendix 3 - Sample Letters to Parents and Children Regarding Internet Use

Letter to Parents

Dear Parents

Responsible Internet Use

As part of your child's curriculum and the development of ICT skills, Watling Park School provides supervised access to the Internet. We believe that the use of the World Wide Web and e-mail is worthwhile and is an essential skill for children as they grow up in the modern world. Please would you read the attached e-safety policy, which forms part of our safeguarding policy and talk about it with your child. Then sign and return the consent form so that your child may use the Internet at school. Although there have been concerns about pupils having access to undesirable materials, we are taking positive steps to deal with this risk in school. Our school Internet provider operates a filtering system that restricts access to inappropriate materials. Whilst every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials, BPET School cannot be held responsible for the nature or content of materials accessed through the Internet. BPET School will not be liable for any damages arising from your child's use of the Internet facilities.

Our Rules also concern the types of communications that pupils make using computers and other technology. We would like your support in helping to ensure that the children at Watling Park School are using technology in a responsible and polite manner and never in a way that could upset another person or spoil their work. Should you wish to discuss any aspect of Internet use please telephone me to arrange an appointment.

Acceptable Use Policy (AUP) for PARENTS

What is an AUP?

We ask all children, young people and adults involved in the life of Watling Park to sign an Acceptable Use Policy (AUP), which outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Your child will be asked to sign an AUP upon joining the school and at the start of each academic year.

Why do we need an AUP?

These rules have been written to help keep everyone safe and happy when they are online or using technology. Sometimes things go wrong and people can get upset, but these rules should help us avoid it when possible, and be fair to everybody.

School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. This means anything on a school device or using school networks/platforms/internet may be viewed by one of the staff members who are here to keep your children safe.

We tell your children that they should not behave any differently when they are out of school or using their own device or home network. What we tell pupils about behaviour and respect applies to all members of the school community:

“Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face to face.”

Where can I find out more?

You can read Watling Park's full Online Safety Policy for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc.).

If you have any questions about this AUP or our approach to online safety, please speak to the Designated Safeguarding Lead or Headteacher.

What am I agreeing to?

1. I understand that Watling Park uses technology to support teaching and learning as well as a part of the daily life of the school in order to help prepare children and young people for their future lives.
2. I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials, including behaviour policies and agreements, physical and technical monitoring, education and support and web filtering. However, the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies, which can sometimes be upsetting.
3. I understand that internet and device use in school, and use of school-owned devices, networks and cloud platforms out of school may be subject to filtering and monitoring. These should be used in the same manner as when in school.
4. I will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including on social media: not sharing other’s images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.
5. The impact of social media use is often felt strongly in schools, which is why certain behaviours is expected from pupils when using social media. **I will support the school’s social media policy and not encourage my child to join any platform where they are below the minimum age.**
6. I will follow the school’s policies on digital images and videos, and **I will not use a mobile device on the school premises** unless express permission has been granted. I will not share images of other people’s children on social media and understand that there may be cultural or legal reasons why this would be inappropriate or even dangerous. The school sometimes uses images/video of my child for internal purposes such as recording attainment, but it will only do so publicly if I have given my consent on the relevant form.
7. I understand that for my child to grow up safe online, s/he will need positive input from school and home, so I will talk to my child about online safety (NB: the recent LGfL DigiSafe survey of 40,000 primary and secondary pupils found that 73% of pupils trust their parents on online safety, but only half talk about it with them more than once a year).
8. I understand that whilst home networks are much less secure than school ones, I can apply child safety settings to my home internet. Internet Matters provides guides to help parents do this easily for all the main internet service providers in the UK.
9. I understand and support the commitments made by my child in the Acceptable Use Policy (AUP) which s/he has signed, and which can be viewed on the school website, and I understand that s/he will be subject to sanctions if s/he does not follow these rules.
10. I can find out more about online safety at Watling Park by reading the full Online Safety Policy and can talk to staff if I have any concerns about my child/ren’s use of technology, or about that of others in the community, or if I have questions about online safety or technology use in school.

I/we have read, understood and agreed to this policy.

Signature/s: _____

Name/s of parent/guardian: _____

Parent/guardian of: _____

Date: _____

Please note that you may also be interested in the school’s approach to the following matters, which are all covered as sections within the overall school Online Safety Policy:

- Roles and responsibilities of members of the school community
- Education and curriculum
- Handling online-safety concerns and incidents
- Actions where there are concerns about a child
 - Sexting
 - Bullying
 - Sexual violence and harassment
 - Misuse of school technology (devices, systems, networks or platforms)
 - Social media incidents
- Data protection and data security
- Appropriate filtering and monitoring
- Electronic communications
- School website
- Cloud platforms
- Digital images and video
- Social media
- Device usage

Parent’s Consent for Internet Access

I have read and understood Watling Park School rules for responsible Internet use and give permission for my son/daughter to access the Internet. I understand that Watling Park School will take all reasonable precautions to ensure pupils cannot access inappropriate materials. I understand that Watling Park School cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that Watling Park School is not liable for any damages arising from use of the Internet facilities.

Consent From Children (EYFS and KS1)

Acceptable Use Policy (AUP) for PUPILS within EYFS & KS1

My name is _____

This is how I keep **SAFE online**:

I only use the devices I’m **ALLOWED** to.

I **CHECK** before I use new sites, games or apps and only go on sites, games or apps that are right for my age.

I **ASK** for help if I’m stuck.

I **KNOW** people online aren’t always who they say they are.

I don’t keep **SECRETS** just because someone asks me to.

I don’t change **CLOTHES or MY SCHOOL UNIFORM** in front of a camera.

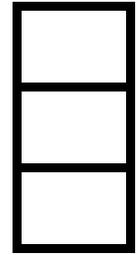
I am **RESPONSIBLE** so never share private information.

✓

I am **KIND** and polite to everyone.

I **TELL** a trusted adult if I'm upset, worried, scared or confused.

If I get a **FUNNY FEELING** in my tummy, I talk to an adult.



My trusted adults are:

_____ at school

_____ at home

_____ at _____

Consent From Children (KS2)

Acceptable Use Policy (AUP) for PUPILS within KS2

This agreement will help keep me safe and help me to be fair to others

1. **I learn online** – I use the school's internet and devices for schoolwork, homework and other activities to learn and have fun. I only use apps, sites and games if a trusted adult says I can and I do not use games, apps or sites that are recommended for anyone older than I am.
2. **I am creative online** – I don't just spend time on apps, sites and games looking at things from other people; I get creative to learn and make things!
3. **I am a friend online** – I won't share anything that I know another person wouldn't want shared, or which might upset them. And if I know a friend is worried or needs help, I will remind them to talk to an adult, or even do it for them.
4. **I am a secure online learner** – I keep my passwords to myself and reset them if anyone finds them out.
5. **I am careful what I click on** – I don't click on links I don't expect to see and only download or install things when I know it is safe or has been agreed by trusted adults.
6. **I ask for help if I am scared or worried** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
7. **I know it's not my fault if I see or someone sends me something bad** – I don't need to worry about getting in trouble, but I mustn't share it. Instead, I will tell someone I trust.
8. **I communicate and collaborate online** – with people I know and have met in real life or that a trusted adult knows about.
9. **I know new friends aren't always who they say they are** – I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are. If I want to meet them, I will ask a trusted adult, and never go alone or without telling an adult.
10. **I don't do public live streams on my own** – and only go on a video chat if my trusted adult knows I am doing it and who with.
11. **I tell my parents/carers what I do online** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.

12. ***I am private online*** – I **only** give out private information if a trusted adult says it's okay. This might be my home address, phone number or other personal information that could be used to identify me or my family and friends.
13. ***I keep my body to myself online*** – I never change what I wear in front of a camera and remember that my body is mine and mine only, and I don't send any photos without checking with a trusted adult. I avoid wearing my school uniform in front of a camera to avoid anyone knowing where I go to school.
14. ***I say no online if I need to*** – if I get asked something that makes me worried, upset or just confused or something I know is wrong, I say no, stop chatting and tell a trusted adult.
15. ***I am a rule-follower online*** – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, only use the ones I am allowed to use, and report bad behaviour.
16. ***I am not a bully*** – I do not post, make or share unkind, hurtful or rude messages/comments and tell my trusted adults if I see these.
17. ***I am part of a community*** – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult.
18. ***I respect people's work*** – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
19. ***I am a researcher online*** – I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, know which sites to trust, and know how to double check information I find.

I have read and understood this agreement.

If I have any questions, I will speak to a trusted adult: at school that includes _____

_____, whilst outside school, my trusted adults are

_____.

Signature:

Name:

Date:

Appendix 4 –Photographic and other Consent Forms

General: I give permission for my child to:

Watch film and video clips rated PG or lower.

Yes No

Take part in food preparation, cooking and tasting activities.

Yes No

Parent/Carer Signature:

Date:

Online Acceptable Use Agreement:

I have read and understood the **Acceptable Use Policy for Parents**.

Yes No

I know that my child will be asked to sign an Acceptable Use Agreement, and will receive Internet safety education to help them understand the importance of staying safe when using technology and the Internet – both in and out of school.

I understand that my child's activity on school systems will be monitored, and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.

I give permission for my child to:

Use the Internet in line with the school's Acceptable Use Policy.

Yes No

Be assigned a secure email account (Key Stage 2) which will be closely monitored by the class teacher/computing lead.

Yes No

Parent/Carer Signature:

Date:

Photograph/Video Images:

To protect our more vulnerable pupils, we do not permit visitors or parent/carers to take photographs or make recordings of our children.

However, we are very proud of the activities and achievements of our children. Therefore, we sometimes capture images whether still or film, within the school premises, on educational outings or at school events. Group and individual images may be used to celebrate success, give a flavour of our school life along with enhance publications, such as newsletters, the school website, the school prospectus and, on occasion, in the public media. This is done in line with General Data Protection Regulations (GDPR) as well as Safeguarding/Child Protection guidelines.

If you are unhappy about your child's image being captured for the purposes outlined above, there will be times when s/he will be asked to come out of a group or class picture, in order that the image can be taken.

Please Note: Approval can be withdrawn by contacting the school in writing.

I give permission for my child's image and work to be used:

Within school (e.g. wall-mounted displays, lessons) Yes No

In printed/electronic school/trust publications (e.g. Class Dojo, newsletters, the school prospectus, event posters, year book). Yes No

On the school/trust website and in the local media (e.g. newspapers). Yes No

Parent/Carer Signature:

Date:

Appendix 5 - Record of Restraint

RECORD OF RESTRAINT or PHYSICAL INTERVENTION

Date of incident:

Time of incident:

Pupil Name:

D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of incident:

Description of any injury sustained and any subsequent treatment:

Date /time parent/carer informed of incident:

By whom informed:

Outline of parent/carer response:

Signatures of staff completing report:

.....
.....
.....

Brief description of any subsequent inquiry/complaint or action:

Appendix 6 - OFSTED REVIEW INTO SEXUAL ABUSE IN SCHOOLS AND COLLEGES: RECOMMENDATIONS

The [Ofsted Review into Sexual Abuse in Schools and Colleges](#) made a number of recommendations for school leaders, for multi-agency partners, for government and for inspectorates. The recommendations for school leaders can be found below and are recognised in this policy, particularly in the section covering peer-on-peer abuse. The recommendations for other bodies can be referred to using the hyperlink above.

Recommendations for School and College Leaders

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

- a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
- high-quality training for teachers delivering RSHE
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs
- training to ensure that all staff (and governors, where relevant) are able to:
 - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
 - identify early signs of peer-on-peer sexual abuse
 - consistently uphold standards in their responses to sexual harassment and online sexual abuse.

END