

# Wholeschool Safeguarding Policy 2021 Including Child Protection

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<b>Signed: (Director)</b>	<i>D.P. Jones</i>
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<b>The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2021)</b>			

<b>Westminster Children's Social Care referrals:</b>	0207641 4000
<b>Westminster Children's Social Care Out of Hours:</b>	0207641 6000

If you believe a child is **at immediate risk** of significant harm or injury, call the police on 999.

## Policy Statement and Aims

### **'Safeguarding and promoting the welfare of children is everyone's responsibility' (KCSiE September 2021)**

ICS London School is committed to safeguarding and promoting the welfare of children and we aim to create a culture of vigilance. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (December 2020)
  - Keeping Children Safe in Education (September 2021)
- See Appendix 1 for further relevant guidance documents & legislation*

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

## Scope

**Safeguarding** is defined 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
- taking action to enable all children to have the best outcomes

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

**Child Protection** is one element of safeguarding. It refers to those actions that are taken to protect specific children who may be suffering, or at risk of suffering, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Consequently, this policy should be read in alongside the following policies relevant to the safety and welfare of our pupils:

Safer Recruitment Policy	Staff code of conduct
Behaviour Policy	ICT acceptable use Policy
Prevent Policy	Induction of new staff
First Aid Policy	Health and Safety Policy
Mental Health Policy	Policy on the use of reasonable force
Missing Pupil procedures	Whistle-blowing Policy
Induction of Staff	Educational and welfare provision for SEND and EAL pupils

**This policy applies to all staff in our school.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity. Therefore this term includes Supply teachers.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.
- We use the terms “**must**” and “**should**” throughout the guidance. We use the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to.

**Any safeguarding concerns or disclosures of abuse relating to a child during the school day or outside of school hours are within the scope of this policy.**

**Acronyms used in this Policy**

CAF	<i>Common Assessment Framework: A national, standard approach to assessing any additional/unmet needs a child or young person may have and for deciding how any such needs can be identified and should be met effectively</i>
CSE	<i>Child Sexual Exploitation</i>
DBS	<i>Disclosure and Barring Service: Helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority</i>
DfE	<i>Department for Education</i>
DSL	<i>Designated Safeguarding Lead</i>

DDSL	Deputy Designated Safeguarding Lead
EAL	English as an additional Language
EYFS	Early Years Foundation Stage: <i>The set of Welfare, Learning and Development Requirements, which has to be followed by providers of care for children aged from birth to 5 years old</i>
FGM	Female Genital Mutilation
HBA	Honour based abuse
ISI	The Independent Schools Inspectorate: <i>The agency responsible for the inspection of the majority of Independent schools. ISI is a Government approved inspectorate and the quality of its service is monitored by Ofsted on behalf of the DfE</i>
KCSIE	Keeping Children Safe in Education: <i>A government publication</i>
LAC	Looked after child: <i>A child in the care of the local authority</i>
LADO	Local Authority Designated Officer: <i>The Local Authority member of staff who deals with allegations made against staff</i>
MASH	Multi Agency Safeguarding Hub: <i>A county's first point of contact for new safeguarding concerns</i>
Ofsted	Office for Standards in Education, Children's Services and Skills: <i>Inspect and regulate services that care for children and young people</i>
PSHE	Personal, Social, Health and Economic Education
RSE	Relationship and Sex Education
SEND	Special educational needs and disabilities
SCR	Single Central Record: <i>a record of check taken during the recruitment of staff</i>
TAC	Team around the Child
TRA	Teaching Regulation Authority: <i>responsible for investigating allegations of serious misconduct against teachers in England</i>
VAWG	Violence against women and girls

## Expectations

**In line with KCSiE September 2021 safeguarding is the responsibility of everyone in the organisation and we should always act in the best interests of the child**

**All staff** at ICS London, whether teaching or non-teaching, volunteers or Directors, play an important part in safeguarding for children, and to this effect they are required to

ensure that the correct procedures are followed, in order to protect children from abuse or further abuse.

All members of staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned and should understand they **have a responsibility to take appropriate action and report concerns or allegations of risk of harm to pupils, working with other services as needed.**

To this effect, all staff should be:

- familiar with this safeguarding policy.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.

In addition teaching staff are

- Involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In line with KCSiE (September 2021), ICS London require **all** staff and volunteers in school to be familiar with and **understand** the school's safeguarding policy and in addition required to read Part 1 of KCSiE (September 2021) which includes Annex A; important additional information about specific forms of abuse and safeguarding issues and links to additional advice and guidance.

If Staff have any concerns about a child's welfare, they should act on them immediately. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

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

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Appendix C of KCSiE (September 2021). Broadly speaking their role will include:

- Training staff
- Reporting, recording, referring and monitoring concerns
- Overseeing the MyConcern recording system
- Reporting to the Head and the Board at regular intervals
- Liaising with appropriate local authorities
- Keeping up to date on changes to guidance and disseminating these changes to staff.

Whilst the activities of the DSL can be delegated to their DDSL's, the ultimate lead responsibility for safeguarding and child protection remains with the DSL.

## Mandatory Procedures

### **Staff Behaviour Policy (for safer working practice)**

ICS London School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. All staff have a responsibility to provide a safe environment in which children can learn. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

All staff are required to wear ICS London Staff Lanyards when on site.

### **Visitors**

All visitors complete a signing in/out form, wear a school Visitor ID yellow lanyard and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Where the school uses contractors to provide services (e.g. after school clubs), we set out our safeguarding requirements in any contracts.

Any visiting professionals will have an ID check on arrival and the appropriate DBS check (or the visitor's employers have confirmed appropriate DBS checks have been made). Any self-employed professionals should show their DBS. Any material to be shared with the children will be sent to the teacher beforehand to check that the content is suitable. A copy of our [Safeguarding Advice for Visitors](#) leaflet will be shared with them beforehand.

### **Use of school premises for non-school activities**

If the school is let out for services or activities to another body, then we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place.

## **Curriculum – teaching about safeguarding**

Our students are taught about personal safety as part of our PSHE programme. They access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil emotional and mental resilience, self-esteem and communication skills
- Developing strategies for self-protection including online / 'e-safety' safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)
- Recognising when they are at risk and how to get help when they need it

The Heads of Faculty are required to ensure that content and themes of all assessed literature, texts, plays and material used with or performed to pupils is suitable for the age group of the pupils involved. Any queries should be raised with the Principal or DSL.

In addition to PSHE, RSE (Relationships and Sex Education) and the tutor programme, Safeguarding, including online safety will be referred to by staff when appropriate as part of a broad and balanced curriculum.

### **Online safety**

Pupils are safeguarded from potentially harmful and inappropriate online material appropriate filters and monitoring systems, however, we are mindful to ensure that we do not 'Over-block' to ensure there are not unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding

Further information and guidance about online safety can be found in Annex D of KCSIE (September 2021) and in Appendix 6 of this document.

We understand that technology, as well as the risks and harms related to it, evolve and change rapidly and undertake an annual audit of our online safety practices and make an action plan based on our findings.

The school has a clear policy on the use of mobile and smart technology as we recognise that unrestricted access to the internet can be used to harass peers, share indecent images and view and share pornography and other harmful content

### **Safer recruitment**

ICS London has a safer recruitment policy (available in the staff handbook), detailing the procedures followed for the recruitment of all staff, including volunteers. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. All staff are subject to safer recruitment processes and checks and we follow the safer recruitment guidance

set out in Part Three of KCSiE Sept. 2020. All interviews include at least one member of the panel to be trained in safer recruitment.

At ICS London, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). Anyone who is appointed to carry out teaching work will have an additional check to ensure they are not prohibited from teaching. We maintain a single central record (SCR) of the essential checks as set out in KCSiE Sept. 2021, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all Directors / members of the proprietor body

### **Early help**

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. At ICS London, any member of staff should be prepared to identify a child who may benefit from early help; they should discuss their concerns with the D/DSL and report them via the 'My Concern System'.

The school will:

- Provide school based early help services e.g. school counsellor, SENCO, Well Being Coordinator as appropriate
- refer to appropriate services e.g. CAMHS etc.
- use the guidance on the [Westminster Early Help](#) website as part of a holistic assessment of the child's needs, considering a referral via a Multi-Agency assessment and Referral Form ([MAARE](#)).

The preferred approach is always to work with parents / guardians and inform them of the school's intention to refer a child for Early Help, however in cases where agreement to an early help assessment cannot be obtained, the school will consider how the needs of the child might be met.

If early help is appropriate, the D/DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

Any member of staff may be required to support other agencies and professionals in an early help assessment and in some cases acting as the lead professional in undertaking an early help assessment.

Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:



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

### **Children missing education**

The Directors and school put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

As part of our admissions process we require more than one emergency contact number for each pupil or student to ensure the school can make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. Further information for schools can be found at [School attendance: guidance for schools](#)

Staff follow our procedures for reporting and tracking pupil attendance and absence. Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence, working with families to increase attendance rates. We will involve the Local Authorities' Education Welfare Service if required.

We notify the local authority when removing a child from the school roll at standard and non-standard transition points in line with statutory guidance [Children missing education](#)

Further information can be found at:-

[Missing Children and Adults strategy](#)

Staff who become aware of pupils missing from education who are of compulsory school age with no school place and not electively home educated should report this to the DSL.

For looked after children (LAC) the designated teacher for LAC discusses any unauthorised/unexplained absence with Social Care when required. It is recognised that

children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family/carers, the DSL follows the Westminster Social Services procedure and refers to the Multi-Agency Safeguarding Hub (MASH) team as appropriate.

### **Children with Special Education Needs and Disabilities (SEND) or physical or mental health issues.**

Pupils with additional needs face an increased risk of abuse and neglect as well as additional barriers to reporting concerns. Staff take extra care to correctly interpret apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying. To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Wellbeing team and specifically SEN team to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

### **Looked after Children**

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, who are a particularly vulnerable group. The DSL ensures Local Authority and appropriate staff have all the information they need about the child's status, contact arrangements with parents, care arrangements. This also includes their 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 the child's contact arrangements with birth parents or those with parental responsibility. any delegated authority to carers as well as details of the child's social worker.

The DSL, Local Authority and any other appropriate staff, named adults or agencies work together to meet the needs identified in the child's personal education plan (PEP).

The safeguarding team are aware that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

The DSL also has 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.

Further details can be found at:

[Designated teacher for looked-after and previously looked-after children](#)

Designated safeguarding leads should hold the details of the local authority Personal Advisor appointed to guide and support and pupils who are care leavers, and should

liaise with them as necessary regarding any issues of concern affecting the care leaver and engagement with their pathway plan.

### **Visits: School trips and exchanges**

We carry out risk assessments prior to any off-site visit and school documentation on trips, designate the specific roles and responsibilities of each adult, whether employed or volunteers. Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described within this policy in line with KCSiE (September 2021). We use the Globeducate School's code of conduct for host families and work with the Globeducate 'Sister' schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

### **Mobile devices & Communication with pupils:**

Other than in a medical emergency staff and pupils are not permitted to use mobile phones or any other mobile / recording devices in areas where pupils are changing.

Staff should refer to the Staff handbook for more information about the use of mobile phones in the school.

Non-school mobile devices e.g. tablets or cameras are not permitted in the school.

Staff should avoid contact with pupils outside school; they should not give pupils their home address, home phone number, mobile phone number or personal e-mail address or send personal communications to pupils (i.e. communications not pertaining to school 'work' and professional matters) unless agreed by a senior colleague. All contact with pupils should be via staff members' ICS school email account. Staff should not connect with pupils via social media – whether following the pupil or allowing pupils to follow them. Staff should check privacy settings on all personal accounts and ensure they are set to maximise their privacy.

## **Types of Abuse & Specific Safeguarding Issues**

All staff should be alert to the signs of neglect and abuse (emotional, physical, sexual) and be aware of and know how to respond to the following specific safeguarding issues. *(Further details are included at the end of this policy in appendix 3 and 4.)*

- Allegations involving sexual impropriety
- Children and the court system
- Children with family members in prison
- Child sexual exploitation (CSE)
- Child criminal exploitation: county lines
- Domestic abuse (Domestic Violence) including Teenage Relationship Abuse
- Faith (& Spiritual) abuse
- Female Genital Mutilation (**FGM**) - and **the mandatory reporting duty of teachers**
- Forced Marriage

- Gangs and youth violence
- Homelessness
- 'Honour-based' violence (HBV)
- Hate crime
- Peer on peer abuse
- Private fostering
- Radicalisation and vulnerability to extreme view points
- Sexual violence and sexual harassment between children in schools
- Trafficking
- Youth Produced Sexual Imagery (Sexts / Sexting)

## **Mental Health**

As a school, we are aware of the role we can play in supporting young people's mental health and wellbeing. Through regular Pastoral team meetings we identify possible mental health concerns which professionals within the school will engage with in the first instance or will be referred to external agencies. **We recognise that any mental health concern about a child is also a safeguarding concern.**

Mental ill health can, in some cases, be an indication that a child has suffered, or is at risk of suffering, abuse or exploitation. It is important that we consider this when monitoring our students' wellbeing. We should also remember that potentially traumatic adverse childhood experiences can have a long-term impact.

If a child has a social worker, the Local Authority should share this with the school and the DSL should bear this in mind so that decisions can be made in the best interests of the child. It will also be relevant when responding to unauthorised absences or a child missing education long term. We recognise that when a child has a social worker it is an indicator that the child is more at risk than other students.

*Concerns regarding self-harm, eating, suicidal thoughts or ideation should be raised with D/DSL immediately who will consult with the Director of Student Support. Where it is suspected that a pupil's behaviour may be related to an on-going or emerging mental health problem the Director of Student Support will make a professional judgement about how best the pupil can be supported; this may include a 'suicide risk assessment'. This may include consultation with parents or referral to other outside agencies; if there are concerns that the concern raised is malicious this will be passed to the Well Being Coordinator and managed in line with behaviour and discipline policy.*

*Pupils who raise concerns about another child should be dealt with sensitively to minimise potential distress, however, staff cannot promise confidentiality regarding the source of the concern particularly if the concern is raised in isolation and there are no other concerns regarding a pupil's wellbeing.*

## **Reporting and Responding to concerns / disclosures / allegations**

**The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.**

Do not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. You should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If in any doubt about sharing information, staff should speak to the D/DSL

. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

In line with Local Safeguarding Children Board procedures , **all staff should record any concern about or disclosure by a pupil immediately and report this to the D/DSL using the 'My Concern' System.**

In the following instances, as appropriate, staff should, as a matter of urgency, personally make contact with and engage verbally with the D/DSL or Head.

**Disclosures of abuse** including peer on peer allegations should be **reported immediately** to the **D/DSL** or the **Head**.

**Mental Health Concerns**, disclosures of self-harm, suicidal thoughts should be **reported immediately** to the D/DSL.

In the absence of the D/DSL, staff members know to speak to the Head or they can contact the MASH directly. In some circumstances, the D/DSL or member of staff may seek advice by ringing the MASH.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Where a child is suffering, or likely to suffer, significant harm, the D/DSL will consider further actions required, including consultation with and referral to children's social care, (in line with the Children Act 1989, especially sections 17 and 47). Staff involved in supporting a child or following disclosure will be expected to play a part in any referrals/assessments.

The options available for the child will then include:-

- managing any support via ICS London's own well being 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. In this case we would consider the [Safeguarding Referral Pathway](#) (Appendix 1)

## Assessment of Risk Outside the Home (or Contextual Safeguarding)

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside of ICS London and/or can occur between children outside a school or home environment. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors and staff should provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Staff should ensure contextual detail is included on any 'My Concern' record. Additional information regarding contextual safeguarding is available at <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Staff adhere to the following Do's and Do not's when concerned about the welfare of a pupil or are responding to disclosures.



### DO NOT

- Do not promise anything you can't deliver, including keeping secrets / confidentiality
- Do not ask leading questions (avoid 'who, what, when, where' questions)
- Do not ask the person to repeat the disclosure over and over
- Discuss with friends / colleagues
- Do not make false promises or be judgemental
- Confront, question or inform an alleged abuser
- Ask the child to tell someone else instead or delay
- Take photos of injuries

*Further information can be found in the school safeguarding policy in the online staff handbook*

## Responding to a child when abuse is disclosed



### DO



- **Receive:** listen carefully & stay calm
- **Respond:** Where necessary clarify, Explain what happens next
- **Reassure:** Be sympathetic & acknowledge courage to disclose & remind them they are taken seriously
- **Record:** via 'My Concern' as soon as possible, using the child's words
- **Report:** Tell only the D/DSL
- **Keep the child with you and contact a member of the Safeguarding Team immediately if they are / could be at immediate risk**

### Remember: talk to **TED**

- T: **Tell**
- E: **Explain**
- D: **Describe**

## The Role of the Local Authority

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the D/DSL and make a decision about the next steps and the type of response that is required.

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 of the Children Act 1989
- 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 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The D/DSL will follow up if this information is not forthcoming.

## Multi Agency Working

The Directors and the school will contribute to multi-agency working in line with statutory guidance in Working Together to Safeguard Children (2018). As a school, ICS London has a pivotal role to play in multi-agency safeguarding arrangements and safeguarding partner arrangements. The three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will work closely with schools to make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

ICS London will work together and with any relevant agencies as required (and if named as a relevant agency, under a statutory duty) to safeguard and promote the welfare of children with regard to local need in line with any arrangements published by the three safeguarding partners.

## Record Keeping, Escalation and Whistle blowing procedures

### Record keeping and information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The school has clear powers to share, hold and use information for such purposes.

The school securely keeps clear written records of all pupil safeguarding and child protection concerns using My Concern on line system. [www.myconcern.co.uk](http://www.myconcern.co.uk) which is GDPR and DfE Cloud Services compliant and is ISO 27001 Information Security Management certified, Cyber Essentials Plus accredited and registered with the UK Information Commissioner. The school ensures the records incorporate:

- the wishes and views of the pupil

- a clear and full summary of the concern/s including discussions and decisions made, and the reasons for those decisions
- how it was followed up and resolved
- a note of any action taken, decisions reached and the outcome

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018).

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

Information about pupils at risk of harm is shared with members of staff on a “need to know” basis. When children leave the school their child protection file is transferred to the DSL at the new school or college as soon as possible (separately from the main file, and to ensure safe transit and receipt)

Where appropriate, in addition to the child protection file, the D/DSL will also consider if it would be appropriate to share any information with the new school / college in advance of a child leaving; where this information that would allow the new school / college to continue supporting victims of abuse and have that support in place for when the child arrives. Information will be shared with safeguarding partners, other organisations, agencies and practitioners as required

The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

### **Escalating concerns / re-consideration**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Effective working together depends on an open approach and honest relationships between colleagues and between agencies. Staff should be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. If, after a referral, the child’s situation does not appear to be improving, the D/DSL and any staff involved should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child’s situation improves. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.



## Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are communicated in staff training and our Code of Conduct, are in place for such concerns to be raised with the Head of School.

If a staff member feels unable to raise an issue with the Head of School or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- Staff can call The NSPCC whistleblowing helpline: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Contact the Chair of Directors who has responsibility for Safeguarding (see contact details above)

## Managing allegations against teachers and other staff

ICS London School utilises Guidance from KCSiE (September 2021) and Westminster Council in managing allegations of abuse made against teachers and other staff.

**Allegations of abuse or sexual impropriety or concerns about staff behaviour must be reported immediately to the **Head** who will refer to the Local Authority Designated Officer (LADO).**

Any concern or allegation against the **Head** should be reported to the Chair of Directors without informing the Head who will refer to the LADO.

**Staff will be passed the appropriate paperwork to share these concerns following meeting with Head or Chair of Directors and staff SHOULD NOT use the 'My Concern' system to report concerns about members of staff.**

All staff should remember that the welfare of a child is paramount and should not delay raising concerns because a report could jeopardise their colleague's career. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

### 'LOW LEVEL' CONCERNS

The school recognises that some grooming behaviours may not in themselves reach the 'threshold of harm' but should nevertheless be recorded as 'low level concerns'. The term 'low level' does not mean it is insignificant and any concern or 'nagging doubt' must be reported and recorded in writing. Teachers should be encouraged to report any such behaviour to the **Head** (not the DSL). Examples of such behaviour could include but are not limited to:

- being over friendly with children
- having favourites
- taking photos 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
- using inappropriate sexualised, intimidating or offensive language

The school will ensure:

- staff are clear about what constitutes appropriate behaviour
- staff are empowered to report any low-level concerns and that they are dealt with sensitively
- unprofessional behaviour is addressed at an early stage
- any weaknesses in the school safeguarding system is identified

The circumstances should be kept strictly confidential and the school / parents / carers should make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Where a crime may have been committed the Police will be informed immediately.

In situations where the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence the school will want to involve the police immediately. Where there is no such evidence, the school will discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

Allegations against a teacher who is no longer teaching and any historical allegations of abuse will be referred to the police.

ICS London School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test (see next paragraph) is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence,
- or if there is reason to believe that the individual has committed a listed relevant offence
- and the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The referrals are made by contacting the DBS referrals helpline: telephone: 01325 953795 further details are found on the DBS section of the Gov.uk website. Further information can also be found in KCSiE September 2021 and from: [Making barring referrals to the DBS](#)).

### **The Harm Test**

Comprises the following four points in regard to anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers:

- 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;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This last point could include activity outside of a school setting that poses a 'transferable risk.'

### **Teacher misconduct:**

For all cases involving serious professional misconduct or if a safeguarding issue also involves misconduct by a teacher, the Head at ICS London has a statutory duty to make a referral which should be made to both the DBS and the Teaching Regulation Authority (TRA) using the following form: [Teacher misconduct: referral form](#)

Questions about referring a case can be directed to:

Email: [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)

Telephone: 0207 593 5393

### **Allegations against Supply Teachers.**

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. 'In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome' (KCSIE).

'The school or college will usually take the lead [in any investigation] because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.' (KCSIE)

## **Directors: Monitoring and Review**

As key strategic decision makers and vision setters for the school, the Directors will make sure that our policies and procedures are in line with national and local safeguarding requirements. There is a nominated Director for safeguarding.

Directors ensure that safeguarding is an agenda item for every full governing body meeting.

The Head ensures that safeguarding is an agenda item for every Leadership and Management team meeting.

The Directors ensure that this policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. Our Directors monitor the school's safer recruitment practice. The nominated Director for safeguarding meets the DSL every term.

Directors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Staff Code of Conduct & behaviour expectations D/DSL training KCSiE (Sept. 2021). Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse / local procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated Looked After Children (LAC) teacher <i>(even if there are no LAC on roll)</i>

### Allegations management

Our chair of Directors is responsible for liaising with the LADO and other partner agencies in the event of an allegation of abuse being made against the Head.

### Audit

The nominated Director for safeguarding liaises with the Head and the D/DSL to complete an annual safeguarding audit return to the local authority.

*The Board of Directors receive a safeguarding and child protection report annually. This is based on the annual review and the efficiency with which the related duties have been discharged.*

## Working with Parents and Guardians

ICS London is committed to working in partnership with parents/guardians to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new students join our school, parents and guardians will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and guardians will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

We are committed to working with parents and guardians positively, openly and

honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information except where it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents/guardians any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so. As noted above, in cases where agreement to an early help assessment cannot be obtained, the school will consider how the needs of the child might be met.

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

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Details of more than one Emergency Contact.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the student file. The School will only share information about students with adults who have parental responsibility for a student or where a parent has given permission and the School has been supplied with the adult's full details in writing.

## Training

### **New Staff**

All staff including volunteers are informed of our safeguarding procedures including online safety, at induction which includes:

- Meeting the Designated Safeguarding Lead
- Being given access to the following documents:
  1. The school's safeguarding policy  
*(including the safeguarding response to children who go missing from education);*
  2. The staff code of conduct;
  3. The school's behaviour policy (for pupils)
  4. A copy of Part 1 of the most up to date version of KCSIE
  5. A copy of the school's whistle blowing policy
  6. A copy of the school's Prevent Policy
  7. Staff are required to sign off that they have read the most recent version of KCSIE and the School Safeguarding Policy.

### **All Staff**

The school subscribes to the support and advice offered by the safeguarding advice, training, consultancy, and literature from Safeguarding in Schools . Online communication and updates are regularly disseminated to staff by the DSL.

Whole school safeguarding training occurs every September. In addition, all staff members receive safeguarding and child protection updates (via email & staff meetings) as necessary and at least annually. Staff are also required to complete online safeguarding training certificated by Educare for Education.

### **Advanced training**

The DSL & DDSLs and The Head all have additional multi agency training which is updated every two years as a minimum.

Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other D/DSLs.

### **Safeguarding education for pupils**

Safeguarding education and awareness is covered as part of the student induction programme and during PSHE lessons.

### **Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

### **Preventing Radicalisation**

All staff undertake Prevent training.

### **Staff support**

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

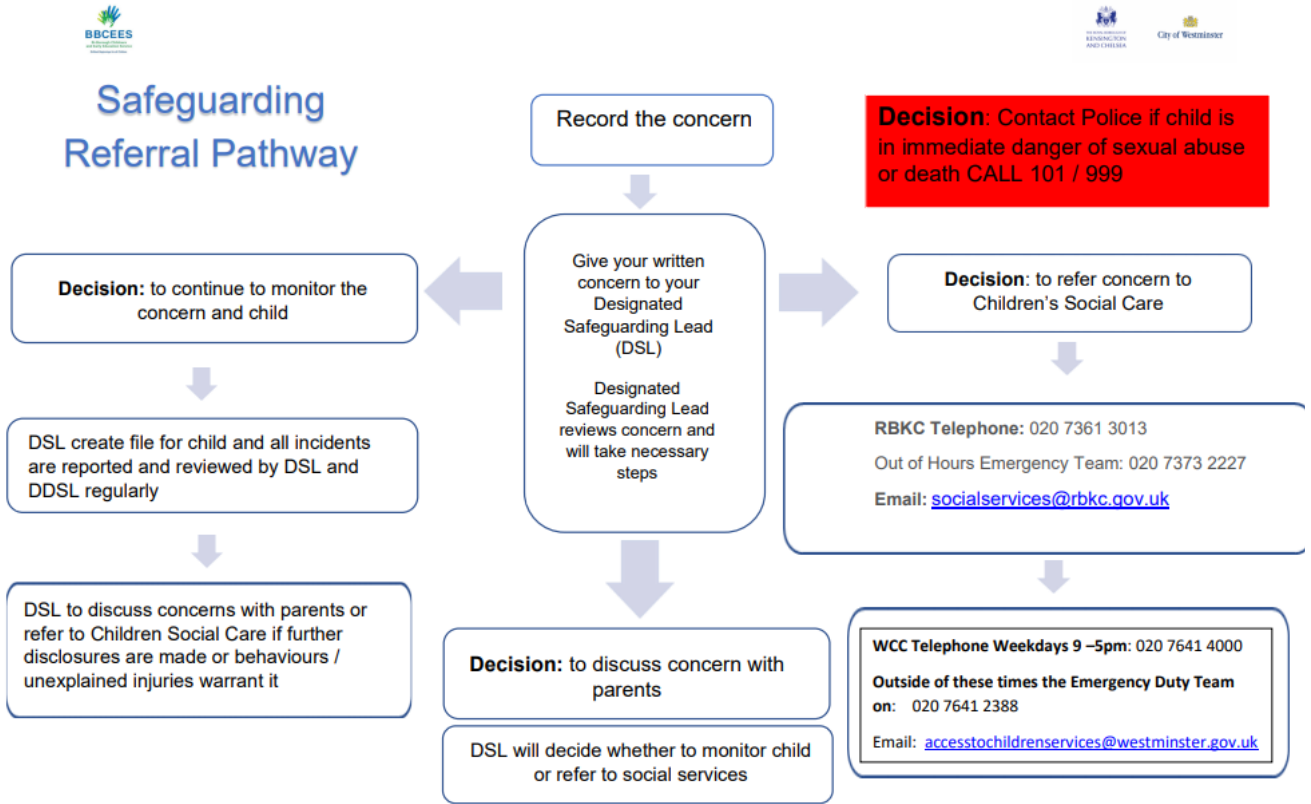
### **Directors**

The Chair of Directors receives regular local safeguarding training. In addition, Directors may choose to attend whole school safeguarding and child protection training. The Director with responsibility for safeguarding undertakes face to face training with an external provider as soon as practical after their appointment to post.

## **The EYFS (Early Years Foundation Stage) Setting**

The Child Protection Policy also applies to the EYFS but the following additional requirements apply: Ofsted are to be informed as soon as is reasonably practicable, but at the latest within 14 days, of any allegations of serious harm or abuse by any person working with children (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.

## Appendix 1: Safeguarding Referral Pathway

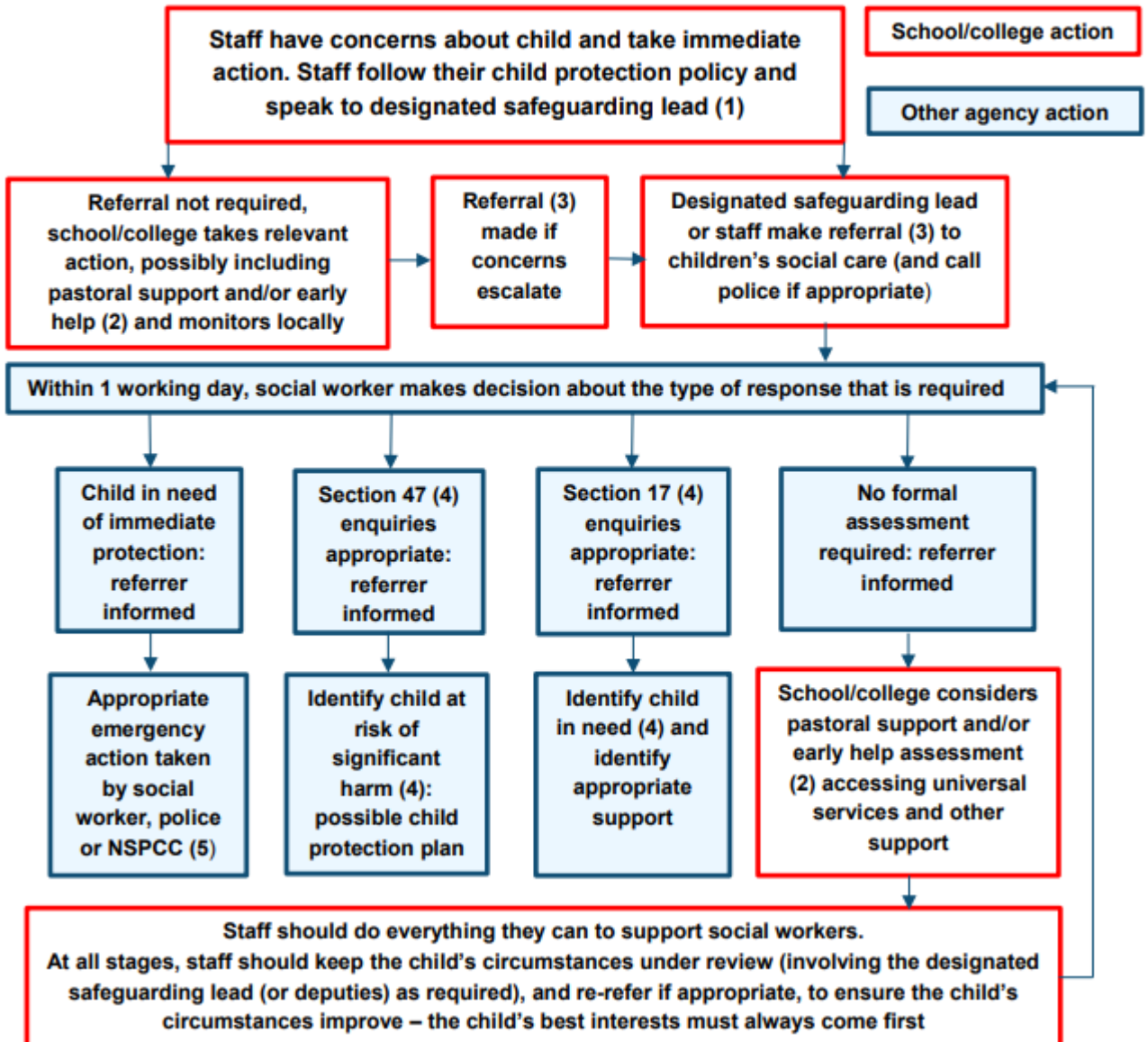


**If the student is and adult i.e. 18 years old or over then ICS still recognises its duty of care towards that student. ICS will contact the adult social care team:**

- call 0207 641 2500
- text 07944 521615
- email [adultsocialcare@westminster.gov.uk](mailto:adultsocialcare@westminster.gov.uk)

**Appendix 2: Actions where there are concerns about a child (KCSiE Sept 2021)**

**Actions where there are concerns about a child**





## Appendix 3: Types of abuse and neglect and possible indicators / signs

Abuse 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. All staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. Children may show no signs at all or they may show some of the following signs. If staff members are unsure they should always speak to a member of the safeguarding team; **excellent online resources and guidance are also available from the NSPCC <http://www.nspcc.org.uk/>**

**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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Physical Abuse (including fabricated or induced illness):** 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. Indicators of physical abuse include:

<i>Unexplained injuries or burns, particularly if they are recurrent</i>	<i>Improbable reasons given for injuries either by the child or the parent</i>
<i>Refusal to discuss injuries</i>	<i>Admission of punishment that appears excessive</i>
<i>Arms and legs kept covered in hot weather</i>	<i>Self destructive tendencies</i>
<i>Fear of returning home</i>	<i>Fear of medical help</i>
<i>Aggression towards others</i>	<i>Chronic running away</i>
<i>Fear of parents being contacted</i>	<i>Withdrawal from physical contact</i>

**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, for example, 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.

Constant hunger	Untreated medical problems
Poor personal hygiene	Destructive tendencies
Constant tiredness	Low self esteem
Poor state of clothing	Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)

Emaciation	No social relationships
Frequent lateness or non attendance at school	Chronic running away
<i>Untreated medical problems</i>	Compulsive stealing or scavenging

**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. Indicators of emotional abuse include:

Physical, mental and emotional development lags	Neurotic behaviour
Admission of punishment that appears excessive	Self-mutilation
Overreaction to mistakes	Fear of parents being contacted
Sudden speech disorders	Drug/solvent abuse
fear of new situations	Chronic running away
Inappropriate emotional responses to painful situations	Compulsive stealing/scavenging

**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. *(The sexual abuse of children by other children is a specific safeguarding issue in education)*

Stop enjoying previously liked activities such as music, sports, art, gym, uniformed organisations	Develop eating disorders, such as anorexia or bulimia
Become fearful or refuse to see certain adults for no apparent reason; dislike a babysitter, relative or other adult	Regress to younger behaviour such as thumb sucking, surrounding themselves with previously discarded toys

Act in a sexual way inappropriate for their age	Have a poor self-image, self-mutilate
Draw sexually explicit pictures depicting some act of abuse	Continually running away
Seem to be keeping secret something that is worrying them	Become severely depressed and even attempt suicide
Have frequent urinary infections, bleeding in the genital or anal areas	Show discomfort when walking
Have soreness or bleeding in the throat	Say they are no good, dirty rotten
Have chronic ailments, such as stomach pains or headaches	Be wary, watchful
Repeat obscene words or phrases which may have been said during the abuse	Find excuses for not going home or to a friend's house after school (where abuse may be happening)
Attempt to sexually abuse another younger child	Talk or write about sexual matters

**Reactions to abuse :** A child may experience a range of reactions to abuse, including some or all of the following

- A feeling of shame or guilt. "It must have been my fault". I'm bad
- A feeling that they are dirty – spoilt – degraded
- Embarrassment "I'm sure everyone knows"
- Dislike of being touched and touching others
- A desire to continually talk about the abuse and to gain reassurance
- Loss of confidence
- Trouble sleeping, nightmares
- Inability to relate to other children or adults
- Hatred of self and of their body
- Destructive behaviour
- Inability to complete school work

Many of the behaviours indicated are an attempt by the child to express feelings that she cannot express in words and are a response/reaction to abuse. Difficulties may continue for a long time after the abuse and the child may need specialist support.

## Appendix 4: Specific Safeguarding Issues

**Any concerns regarding any of the following issues should be discussed with a member of the school safeguarding team and reported using the My Concern system. Further information can be found in KCSiE September 2021. Including links to guidance and advice on specific safeguarding issues.**

### **Allegations involving Sexual Impropriety**

It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. It is important not to criminalise behaviour that is a perfectly normal and healthy part of growing up, however, children can abuse others. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other eg.in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain
- secrecy

### **Children & The court System**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This can be stressful for children. Children need support in these instances and further information can be found in KCSiE (September 2021).

### **Elective Home Education**

In line with the Department for Education, the school recognises that ‘many home educated children have an overwhelmingly positive experience’. However we also know that this can make some children ‘less visible to the services that are here to keep them safe’. With this in mind, KCSiE September 2021 now recommends that if a parent has expressed their intention of homeschooling their child/ren then they recommend a meeting of key professionals to ensure that the best of interests of each child are at the heart of any decisions regarding their schooling, particularly if a child has SEND or is vulnerable in any other way and/or has a social worker. The school therefore recognises its responsibility to seek advice from children’s social care if we are made aware of such an intention.

### **Children with family members in Prison**

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. <https://www.nicco.org.uk/> provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. We would consider early help for a child with a parent in custody.

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

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual

activities. This can also apply to 16-17 year olds who can legally consent to having sex. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. More information is available in KSCiE September 2021 pp 125-126.

### **Child criminal exploitation: county lines**

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. Children can easily become trapped by this type of exploitation as serious violence or kidnap can be threatened if they attempt to leave the network. We recognise that the experience of girls who are criminally exploited can be very different to that of boys and may display different signs of abuse. For more information on the signs of a child's involvement in county lines see guidance published by the [Home Office](#).

### **Domestic abuse**

Domestic Abuse is: any incident or pattern of incidents of controlling, coercive or 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. This abuse can encompass but is not limited to psychological, physical, sexual, financial or emotional elements. This could include Teenage Relationship Abuse.

As stated in the Domestic Abuse Act 2021, we recognise that children who suffer the impact of domestic abuse are victims in their own right.

Controlling Behaviour: A range of acts designed to make a person subordinate and / or dependent by:

- Isolating them from sources of support
- Exploiting them for personal gain
- Depriving them of the means needed for independence, resistance and escape
- Regulating their everyday behaviour

Coercive Behaviour: An act or pattern of acts, of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Coercive Control: Multiple behaviours and tactics which reinforce each other and are used to isolate, manipulate and regulate the victim. This pattern of abuse creates high levels of anxiety and fear.

Domestic Abuse has significant impacts on children and young people. We should consider them a victim in their own right due to the impact the abuse has on the non-abusive parent and the fact that the child may also be forced to participate in the abusive behaviour. See KCSiE 2021 p128

### **Faith & spiritual abuse**

Faith or Spiritual abuse is Child abuse linked to faith or belief and includes; belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

### **Female Genital Mutilation (FGM)**

FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. As detailed in Annex A of KCSiE September 2020, there is a mandatory (legal) reporting duty for all teachers to report to police where they discover FGM appears to have been carried out on a girl under 18. Staff must inform the D/DSL immediately if they suspect a girl is at risk of FGM and they must personally report to the police any 'known' cases of FGM as required by law. *The duty does not apply in relation to at risk or suspected cases.*

Warning signs that FGM may be about to take place, or may have already taken place, can be found here:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/>

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. ICS London recognises that Schools can play an important role in safeguarding children from forced marriage.

### **Gangs and youth violence**

Young people in gangs are often vulnerable individuals who can be both perpetrators and victims of harm. Most children are never involved in gangs, and not all groups of children should be viewed or labelled as gangs. Staff who are concerned about children

who may be at risk of activity through participation in gangs or as victims of gang violence should contact a member of the school Safeguarding Team.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home. The Safeguarding Team would liaise with Children's services to ensure appropriate referrals are made based on the child's circumstances. Working Together to Safeguard Children notes that social care and housing authorities should work together to ensure 16 - 17 year olds do not become homeless.

### **'Honour' based abuse**

So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

All of these aspects are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency.

### **Peer on Peer Abuse**

All children have a right to attend school and learn in a safe environment. Children can abuse other children. This is generally referred to as peer on peer abuse and can occur between children of any age and sex. All peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". A victim should never be made to feel ashamed or that they are creating a problem. It is likely to include, but not limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment (see Sexual violence section for more details)
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)-
- initiation/hazing type violence and rituals

Consequently, peer on peer abuse is dealt with as a safeguarding concern and recorded (using the My Concern System) and managed as such. Victims, perpetrators, and any other child affected by peer on peer abuse will be supported through the school's pastoral system and the support will be regularly reviewed. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behavior will be dealt with under the Behaviour Policy of the school.

We minimise the risk of peer on peer abuse by:

- ensuring children know how to confidently report abuse

- providing a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having established / publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- The Well Being team working with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.
- Victims and perpetrators of peer on peer abuse will be supported by the Well Being team and parents will be involved in this process.

### **Sexual violence and sexual harassment between children**

When referring to sexual violence we are referring to sexual offences (Rape, Assault by Penetration, Sexual Assault). When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Evidence shows girls, children with SEND and LGBT children are at greater risk.

### **Responding to a report**

Any response to managing reports of sexual violence and harassment will be made on a case-by-case basis, in line with KCSiE September 2021. The D/DSL will take a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Further advice and support can be found:

[Sexual violence and sexual harassment between children in schools and colleges](#)

We recognise that our initial response to a report from a child is very important and that all staff should be trained to manage a report. Effective safeguarding practice includes:

- If possible having 2 members of staff present (preferably one being the DSL/DDSL)
- Staff knowing **not to view or forward illegal images of a child**
- **Not promising confidentiality or asking leading questions**
- Staff knowing that certain children may face additional barriers to disclosure e.g. SEND, EAL, sexual orientation, ethnicity
- Writing up the facts on 'My Concern' as the child presents them
- Informing the DSL/DDSL as soon as possible
- DSL making a risk assessment of the situation and liaising with children's social care as required

### **Actions following a report**

The DSL is likely to be the best person to advise on the school's initial response. Detailed guidance is available in KCSiE September 2021. Some key considerations include:



- Giving the victim as much control as possible over decisions whilst balancing this with our duty and responsibilities to protect other children.
- Supporting both the victim and the perpetrator
- Assessing ongoing risks to the victim and others
- Removing the alleged perpetrator from any classes shared with the victim
- Considering every report on a case by case basis
- Looking out for potential patterns of concerning behaviour

### **Managing a report**

There are 4 likely scenarios for the school to consider when managing reports of sexual violence and/or sexual harassment:

1. Manage internally- this may be done through the behaviour policy and providing pastoral support. It must always be made clear that there is a zero tolerance approach and all facts and decisions must be recorded.
2. Early Help- this means providing support when a problem emerges and may be offered by a number of different agencies and can be particularly useful to address non-violent HSB and prevent it escalating. [earlyhelp@rbkc.gov.uk](mailto:earlyhelp@rbkc.gov.uk)
3. Referrals to children's social care - when a child has been harmed, at risk of harm or in immediate danger. We will generally inform parents or carers unless there are compelling reasons not to.
4. Reporting to the Police- when a report of rape, assault by penetration or sexual assault is made. It will generally be in parallel with a referral to children's social care. We will generally inform parents or carers unless there are compelling reasons not to.

The school recognises its responsibility for ongoing support for the victim and perpetrator and that sexual assault can result in a range of health needs. The DSLs know how to access specialist support as laid out in pp111-113 of KCSIE September 21.

Staff are expected to make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Pupils who share concerns regarding sexual violence or harassment are victims and should never be given the impression that they are creating a problem; nor should a victim ever be made to feel ashamed for making a report. Any reports of sexual violence or harassment should be handled in line with effective safeguarding practice as detailed in this policy and the D/DSL will make and immediate risk and needs assessment. To consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them

Where a report includes an online element, staff should be aware of searching screening and confiscation advice ([Searching, screening and confiscation at school](#)) and also act in accordance with school search policy. In addition UKCCIS sexting advice [UK Council for Child Internet Safety \(UKCCIS\)](#) should be utilised. The key consideration is for staff not to view or forward illegal images of a child. The advice within these linked documents provides more details on what to do when viewing an image is unavoidable.

#### **At ICS London:**

- We do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- We challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- Understand that dismissing or tolerating such behaviours risks normalising them.
- We recognise that children may find it difficult to tell staff about their abuse so staff need to be aware of the signs to look out for or may overhear a child talking about it.

#### **At ICS London we consider sexual harassment to be:**

- 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 (*n.b this could cross a line into sexual violence - it is important to talk to and consider the experience of the victim*)
- displaying pictures, photos or drawings of a sexual nature, including the non-consensual sharing of sexual images and videos
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media
- sexual exploitation, coercion and threats

School staff should understand consent as this will be especially important if a child is reporting they have been raped. At ICS London in PSHE and Sex Education lessons we teach about consent and how consent to sexual activity may be given to one sort of sexual activity but not another and that consent can be withdrawn. Further information can be obtained from the School Nurses or DSL.

#### **Private fostering**

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Westminster Children’s Services. We follow this up by contacting Westminster Children’s Services directly. We recognise that privately fostered children are a potentially vulnerable group who should be monitored by the local authority. School staff should notify the DSL if they become aware of private fostering arrangements.

#### **Private fostering criteria:**

- a child is under 16 (or 18 years of age if they have a disability)
- the arrangement is for 28 days or longer
- the child’s new carer does not have parental responsibility for the child and is not a close relative.

*(Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts - whether of full blood, half blood or marriage/affinity).*

### **Radicalisation: (Vulnerability to radicalisation or extreme view points)**

As part of ICS London School's ongoing safeguarding and child protection duties we are fully behind the government's *Prevent Strategy*. Every member of staff should recognise that safeguarding against radicalisation and extremism (both violent and non-violent) is no different to safeguarding against any other vulnerability in today's society. ICS London has a duty to protect its students from indoctrination into any form of extreme ideology, which may lead to the harm of self or others. Further information can be found in the School's Prevent Policy and KCSiE (September 2021).

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. The D/DSL will always act proportionately and this may include making a referral to the Channel programme or to the MASH. Further guidance is available from [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance](#)

ICS London recognises that some extremists are currently exploiting Covid 19 to spread harmful narratives and increase division. See the latest guidance here: [How extremists are using COVID-19 to promote disinformation, misinformation, and conspiracy theories Briefing note for schools](#)

### **Reasonable Force**

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Further details on the use of Reasonable force can be found in the staff handbook.

### **Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from or are involved with 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 or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal gangs or networks.

## Trafficking

Child trafficking is child abuse, an abuse of human rights and illegal in the UK. Staff should inform the D/DSL immediately if they have concerns or suspicions regards Child Trafficking

## Youth Produced Sexual Imagery (Sexts / Sexting)

The term 'sexting' (also known as youth produced sexual imagery) is derived from texting and refers to the sending of sexually provocative material (including photos, videos and sexually explicit text) from modern communication devices or applications, such as mobile phones, tablets, email, social networking sites and instant messaging.

ICS London School deems sexting as inappropriate and unsafe behaviour which threatens the social, emotional and/or physical safety of students. Although sexts can be sent voluntarily and sexting among children and young people can be a common occurrence; where they often describe these incidents as 'mundane' it raises many serious legal and social concerns, especially when the images are spread beyond the control of the sender. Sexting can result in humiliation, bullying and harassment of students. The school has a responsibility to prevent sexting and the dissemination of inappropriate or offensive material and to educate both students and staff about both the legal and social dangers of sexting.

**Responding to Sexting:** If there is a suspicion or a report of sexting occurring; staff members are required to notify the Head or DSL immediately. **Staff members are not permitted to forward, copy or print any sexting images** and should secure the device and switch it off, before passing it to the Deputy Head. The allegation will first be investigated and the parents of all students involved will be contacted.

The National Strategy for Policing Children and Young people strategy stresses the dangers and public concerns of unnecessarily criminalising children and young people and when determining if a sexting incident should be managed as a safeguarding concern and Police involvement the investigating member of staff will apply judgement to each sexting incident and consider the following

- If there is a significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver
- If you recognise the child as more vulnerable than is usual (i.e. at risk)
- If the image is of a severe or extreme nature
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender/recipient may add cause for concern (i.e. difficult home circumstances)

Further information can be found at:

[UK Council for Child Internet Safety \(UKCCIS\)](#)

## Appendix 5: The role of the Designated Safeguarding Lead

DSL is appointed by the Directors and is a member of the School Leadership Team and takes lead responsibility for safeguarding and child protection (including online safety).

The DSL provides advice to other staff on child welfare and child protection matters.

The DSL should encourage a culture of listening to children to ensure children feel heard and understood. They should also understand the barriers that children may face in approaching staff and consider how to build trusted relationships to foster open communication.

The broad areas of responsibility for the designated safeguarding lead are:

### **Managing Referrals and working with others:**

- Acting as a point of contact with the three safeguarding partners
- Making referrals for all cases of suspected abuse to the local authority children's social care and when deciding whether to make a referral to liaise with relevant agencies
- To take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Contacting the Police (and refer cases where a crime may have been committed).The following guidance can be of use: [When to Call the Police](#)
- *Supporting children and families who are in receipt of multi-agency support to include CAF and TAC.*
- *To act as the point of contact for discussion with the virtual school head for LAC and be the named teachers for LAC and those children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales*
- Liaise with the Head to inform them of any issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding; prior to and following referrals to local authority children's social care or the Channel Programme
- Take lead responsibility for promoting educational outcomes by appropriately sharing information about welfare, safeguarding and child protection issues that children, including those with a social worker, are experiencing.

- Referral to the designated officer(s) for child protection concerns (all cases which concern a staff member) and to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) and as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with the senior mental health lead and Mental Health Support Team where safeguarding concerns are linked to mental health.
- Liaise with Wellbeing staff, IT Technicians, and SENCOs (or the named person with oversight for SEN in a college) on matters of safety and safeguarding, including online and digital safety
- act as a source of support, advice and expertise for all staff
- be aware of pupils who have a social worker
- ensure that child protection information is transferred to any new school a pupil attends.

### **Management of Child Protection files**

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained if sent electronically. Where appropriate, in addition to the child protection file, the D/DSL will also consider if it would be appropriate to share any information with the new school / college in advance of a child leaving; where this information that would allow the new school / college to continue supporting victims of abuse and have that support in place for when the child arrives.
- Overseeing the storage and updating of all child welfare and child protection records and ensuring these are kept securely (*in a locked location if in paper format*)

In addition, the Designated Safeguarding Lead will raise awareness of safeguarding issues by:

- Ensure the school policies are known, understood and used appropriately:
- Ensure the school’s Safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with Directors regarding this.
- Ensure the Safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- *Update and distribute the Child Protection prompt card to all staff, volunteers & Directors.*

*In addition*

- Links with Westminster Children's Services to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- *Ensure that all staff in regulated activities undertake online training using the Educare for Education training packages to which ICS London subscribes. Attend update training as required and have access to safeguarding updates from partner organisations and update services*
- Update the Safeguarding and child protections notice boards around the school and disseminate current flowcharts for referrals to key locations around the school

### **Availability of the DSL**

In the event of the DSL not being in school for any reason, any member of staff who has concerns about any child should contact a Deputy Designated Safeguarding Lead or the Head (who will act as the DSL until the DSL returns). During term time the designated safeguarding lead (or a DDSL) is available for staff in the school to discuss any safeguarding concerns. If neither the DSL or DDSL is available staff should speak to a member of the SLT.

All deputies and the Head are trained to the same standard as the DSL.

### **DSL training and skill updates to act as a source of advice to staff**

- In addition to the formal training refresh their knowledge and skills and understanding via e-bulletins, meeting other designated safeguarding leads and reading safeguarding developments, at regular intervals to understand and keep up with any developments relevant to the role
- So the DSL can
  - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
  - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
  - ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
  - are alert to the specific needs of children in need, those with special educational needs and young carers
  - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
  - understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
  - are able to keep detailed, accurate, secure written records of concerns and referrals
  - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
  - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college

- o can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- o obtain access to resources and attend any relevant or refresher training courses
- o encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

## Appendix 6: Information and support regards Online Safety

Organisation/Resource	What it does/provides
<a href="#">thinkuknow</a>	NCA CEOP's advice on online safety
<a href="#">disrespectnobody</a>	Home Office advice on healthy relationships, including sexting and pornography
<a href="#">UK safer internet centre</a>	Contains a specialist helpline for UK schools and colleges
<a href="#">swgfl</a>	Includes a template for setting out online safety policies
<a href="#">internet matters</a>	Help for parents on how to keep their children safe online
<a href="#">parentzone</a>	Help for parents on how to keep their children safe online
<a href="#">childnet cyberbullying</a>	Guidance for schools on cyberbullying
<a href="#">pshe association</a>	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
<a href="#">educateagainsthate</a>	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
<a href="#">the use of social media for online radicalisation</a>	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
<a href="#">UKCCIS</a>	The UK Council for Child Internet Safety's website provides: <ul style="list-style-type: none"> <li>• Sexting advice</li> <li>• Online safety: Questions for Governing Bodies</li> <li>• Education for a connected world framework</li> </ul>
<a href="#">NSPCC</a>	NSPCC advice for schools and colleges
<a href="#">net-aware</a>	NSPCC advice for parents
<a href="#">commonsensemedia</a>	Independent reviews, age ratings, & other information about all types of media for children and their parents
<a href="#">searching screening and confiscation</a>	Guidance to schools on searching children in schools and confiscating items such as mobile phones
<a href="#">lgfl</a>	Advice and resources from the London Grid for Learning



## Appendix 7: Related legislation and key documents

**Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

**Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

**Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

**Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018**  
This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

**Counter-Terrorism and Security Act 2015 (the CTSA 2015)**, section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

**The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

**The Teachers’ Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

**Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

**Children and Social Work Act (2017)** Statutory guidance for local authorities on supporting children and young people leaving care.