

LYCÉE INTERNATIONAL DE LONDRES WINSTON CHURCHILL

("the School")

Policy and Procedures for Safeguarding and Child Protection (#6)

Summary of changes - August 2022

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Section	Changes
whole document	All references to ' <i>Keeping Children Safe in Education</i> ' (2021) have been removed and replaced with reference to ' <i>Keeping Children Safe in Education</i> ' (2022). Terminology change from peer-on-peer abuse to child-on-child abuse
policy statement	Amended to reflect the fact that all staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
policy statement	Included further information about the curriculum being underpinned by the school's behaviour policy and pastoral support system and RSHE being delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
policy statement	Included the information that schools must adhere to the following legislation: <ul style="list-style-type: none"> • The Human Rights Act 1998 • Equality Act 2010 • Public Sector Equality Duty
Duty of Care/ role of governors	Amended to include the requirement for governors to attend training at induction and then at regular intervals to equip them to provide strategic challenge and ensure there is a robust whole school approach to safeguarding. Subsequent numbering altered.
monitoring and record keeping	Information added in regard to decisions and actions being regularly and potential patterns are identified.

added to child on child abuse section(types of abuse)	Information added to ensure appropriate support is always offered to the perpetrator (if on the school's roll) and any other children.
added to domestic abuse (types of abuse)	Domestic abuse Information added about domestic abuse and the detrimental long-term impact this can have on children. Subsequent numbering altered.
duty of care of school to parents and online safety sections	Information added about schools communicating with parents and carers to reinforce the importance of children being safe online.
Child on child abuse (types of abuse)	Children who are lesbian, gay, bi or trans (LGBT) Information added to ensure all staff recognise that those children who are LGBT could potentially be more vulnerable.
low level concerns about staff: report to head teacher	Amended information about reporting low level concerns and the fact that it is up to the school to decide whether these are reported to a DSL or the Headteacher. Subsequent numbering altered.

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Key staff contacts

Designated Safeguarding Leader:

Colette Shulver, Head of Pastoral Care
and Student Wellbeing : headofpastoral@lyceeinternational.london
safeguarding@lyceeinternational.london
Tel: +44(0)20 3824 4915

Safeguarding governor: Emmanuel Caradec: safeguardinggov@lyceeinternational.london

Deputy safeguarding leaders:

Deputy DSL: Head of Primary including EYFS: Laure Berr
directeurprimaire@lyceeinternational.london
Tel:+44 (0)20 3824 4931

Deputy DSL: Head of Early years: Kate Callaghan

Deputy DSL: Head of Primary Cycle 2 CP-CM1: Laurence Perry

Deputy DSL: Head of Year 6/7/CM2/6eme: John Feehan

Deputy DSL: Head of Secondary: Julien Astruc
headofsecondary@lyceeinternational.london
Tel: +44(0)20 3824 4917

Deputy DSL: Head of Year 8/9/5eme/4eme: Darielly Castillo Whight

Deputy DSL: Head of Year 10/3eme: Joseph Gomis

Deputy DSL: Head of year 11 Bradley Eaton

Deputy DSL: Head of Year 12/ 1ere: Charlene Marchand

Deputy DSL: Head of Year 13/ Tle: Gerard Gillen

School Mental Health Lead: Bradley Eaton

Looked After Children Lead: Charlene Marchand

Safeguarding Board Committee:
Emmanuel Caradec, Lionel Bouvard
safeguardinggov@lyceeinternational.london

Key Local Authority Contacts

	Name	Telephone	Email
Brent Children's Social Care / Early Help Assessment referral Brent Civic Centre, Engineers Way, Wembley HA9 0FJ	Duty Officer	Monday-Friday 9am-5pm Brent Family Front Door 020 8937 4300 Emergency Out of Hours Duty Team 020 8863 5250 MASH Consultation Line 0208 937 2228	Family.Frontdoor@brent.gcsx.gov.uk
Brent student Protection Advisor Brent Civic Centre, Engineers Way, Wembley HA9 0FJ	Duty Officer	020 8937 4305	
Met Police - Brent & Harrow Child Abuse Investigation Team (CAIT) Edgware Police Station, Whitchurch Lane, Edgware, Middlesex HA8 6LB	DCI John Foulkes Duty Officer	020 8733 3562 (Phone) 020 8733 3589 (Fax) Any Time	
Safer schools liaison officer (LIL) Wembley Police Station 603 Harrow Rd, Wembley HA0 2HH	Matthew Morrison Police Constable	020 7230 1212	
The Child Exploitation and Online Protection Centre(CEOP) 33 Vauxhall Bridge Road London SW1V 2WG	Duty Officer	09:00 till 17:00, Monday to Fridays. 0870 000 3344	
Brent Health and Safeguarding Child Team Brent Civic Centre, Engineers Way, Wembley HA9 0FJ	Duty Officer	Monday-Friday 9am-5pm 020 8795 6397	
Brent Safeguarding Children's Forum Business Manager Brent Civic Centre, Engineers	Wendy Proctor	020 8937 4299	Wendy.proctor@brent.gov.uk

Way, Wembley HA9 0FJ Brent Civic Centre, Engineers Way, Wembley HA9 0FJ			
Local Authority Designated Officer (LADO) for staff allegations. Brent Civic Centre, Engineers Way, Wembley HA9 0FJ	Cecilia Gabriel (2022)	Monday-Friday 9am-5pm Brent Family Front Door 020 8937 4300 Emergency Out of Hours Duty Team 020 8863 5250	family.frontdoor@bren t.gcsx.gov.uk
Prevent Strategy Coordinator Brent Community Safety Team Environment and Neighbourhoods London Borough of Brent (Prevention of extremism)	Kibibi Octave	020 8937 4225	Kibibi.octave@brent.g ov.uk

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. The school endeavours to liaise with all previous and future schools regarding safeguarding issues.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Policy Statement

Safeguarding and Child Protection procedures and policies will follow the guidance of the 'Working Together to safeguard Children' (updated Dec 2020), the 'Keeping Children Safe

in Education, Statutory Guidance for Schools and Colleges' September 2022, London Child Protection Procedures 2021. This Policy is required under The Independent School Regulations 2015 Part 3 7(a)(b) and follows the Revised Prevent guidance 2021 and takes into account the following legislation:

- The Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty

Every adult in our school takes any welfare concerns seriously and encourages children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. At Lycee International de Londres we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Our students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. The school curriculum is underpinned by the school's behaviour policy and pastoral support system and RSHE being delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Children are taught to recognise when they are at risk and how to get help when they need it. Examples are through discussion groups and assemblies with our local safer schools officers, letter boxes in primary, peer counselling service and training, Anti Bullying ambassadors, friendship buddies and Common sense media and Pix certification in years 9/ 3eme and Year13/ Terminale.

The Safeguarding and Child protection policy serves to uphold the school's mission and Values. Unless a difference between the primary and the secondary sections is stated any reference to the school refers to the whole school.

The staff at the School fully recognise their professional responsibilities for protection from harm to all children in our care. Our policy applies to all staff, volunteers and everyone working in the School as:

- Children have a right to be safe.
- Adults have a responsibility to safeguard and protect children.
- Abuse is damaging, and can blight the remainder of the child's life.
- Abused children sometimes become abusive adults.
- Child abuse exists in a world of secrecy and silence - the cycle of abuse has to be broken.
- An abuser may well abuse many other children who also have a right to protection.
- Children should be able to grow up to be well-adjusted adults.
- To prevent death and serious injuries.
- the school assesses the risks and issues in the wider community when considering the well-being and safety of our students
- All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how

to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. All staff will be trained to recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

The School is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

School Aims

Through a rigorous, bilingual programme and innovative methods, we educate students to become responsible, creative, and principled global citizens. We teach them to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals, and to make sense of and embrace change.” Our values are: Excellence, Creativity, Integrity, Awareness and Community.

In support of these aims and values we are committed to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe for example through the Personal Social Health Education (PSHSE) curriculum, including the [2019 requirements](#) for relationship education, relationships and sex education and health education.
- Ensuring we practice safe recruitment, in accordance with the Disclosure and Barring Services check when checking the suitability of staff, teaching, administrative, and volunteers who work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with the agreed child protection plan.

Procedures

We will follow the procedures set out by the Local Authority, the local safeguarding partnership arrangements ([here](#)) and Brent Family [Front Door](#) to take account of guidance issued by the Department for Education and Skills to establish:

- Duty of Care
- Definitions and symptoms of abuse
- Monitoring and Record keeping
- Disclosure and actions following a disclosure (child)
- Whistle-blowing
- Disclosure and actions following a disclosure (adult)
- Safer Recruitment

The three Brent safeguarding partners (Brent Council, Brent Clinical commissioning Group and the Police) began meeting as a collective in December 2017 to agree a response to the national consultation on Working Together 2018.

Duty of Care

- Ensure that all staff take responsibility for overseeing the Child Protection Policies and Procedures and that they are reviewed annually.
- School must keep at least two contact numbers for students.
- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role, known as the Designated Safeguarding Lead (DSL)
- Ensure every member of staff (including temporary and supply staff and volunteers) knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that staff induction includes student behaviour policy and response to children missing in education
- Ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about students, even where there is no need to refer the matter immediately. (See appendix 2 for pastoral concern sheet).
- Ensure all records are kept securely; separate from the main student file, and in locked locations if paper copies are held.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

Duty of the Board of Governors

The Board of Governors maintain continuous oversight of safeguarding. They have a named person responsible for safeguarding and meet as a named safeguarding committee. They review and update the policy annually to ensure that it is up to date with any emerging safeguarding issues. They commission an annual review which was revisited in June 2022. Governors attend safeguarding training at induction and then at regular intervals to equip them to provide strategic challenge and ensure there is a robust whole school approach to safeguarding.

Duty of the School

To appoint a **Designated Safeguarding Leader (DSL)** to take responsibility for:

- Implementing the Child Protection Policy within the School
- Supporting other staff in their understanding of child protection issues and ability to recognise the signs and symptoms of abuse
- Managing the establishment's response to a disclosure of abuse
- The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post.
- Deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

To provide induction and training:

Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Head as well as working with different agencies.

This will be carried out by the Designated Safeguarding Lead or appointed Deputies. Training in child protection and safeguarding is an important part of the induction process. More detail is set out in our policy on Induction of New Staff and Volunteers in Child Protection and Safeguarding. All staff receive level 2 child protection training before taking up a position in the school. All DSL training is updated at 2 yearly intervals.

All staff are given annual safeguarding training on what to do if a child approaches them to discuss allegations of abuse (Appendix 1) and the Code of Behaviour - for All Staff and Volunteers (Appendix 2). All are also made aware of the pastoral care concern sheet (Appendix 3)-which can be completed on the Child protection online management system CPOMS - and **Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges** (September 2022) and will be required to read and signed they have clearly understood the procedures in Part 1 and Annexe A

To support children:

We create a culture of value and respect for each individual, having positive regard for children's heritage arising from their colour, ethnicity, language, cultural and social

background.

- We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The School will endeavour to support the student's mental and physical health through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school behaviour and anti-bullying policy, which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- The school ensures that students are clear about what is expected of them online as offline by reference to the following resources and commitment to the Common Sense Education programme.
- The guidance 'Teaching online safety in school' (DfE, 2019) can be downloaded here:<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- Education for a Connected World (UKCIS, 2018) can be downloaded here:<https://www.gov.uk/government/publications/education-for-a-connected-world>
- The schools mental health lead is: Bradley Eaton

Duty of Staff

It will be made clear to staff applying for posts within the School that the position is exempt from provisions of the Rehabilitation of Offenders Act 1974.

At School, all staff (teaching and non-teaching) seeks to adopt an open and accepting attitude towards students as part of their responsibility for pastoral care. The staff hopes that parents and carers and students feel free to talk about any concerns and see school as a safe place. Students' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

Staff who observe injuries which appear to be non-accidental, or who are told anything significant by a student, must report their concerns to Colette Shulver or a member of the deputy safeguarding leads, who are trained safeguarding professionals all of whom have attended and received Level 3 training on Child Protection (advanced safeguarding for designated staff training) which included training in child protection matters.

The Education Act 2011 introduced new provisions into the Education Act 1996 [section 550Z] which give school staff the power to search a student or his/her possessions if they believe them to be carrying any prohibited item. The Schools (Specification and Disposal of Articles) Regulations 2012 legislated for the following items to be treated as prohibited items and so subject to the power to search under s. 550Z of the Education Act 1996:

- Tobacco and cigarette papers
- Fireworks
- Pornographic images

These regulations also provide for the power of disposal of all of the above after investigation, unless in the case of pornographic images where prohibited images of children or extreme pornographic images where these must be delivered to the police as soon as possible.

All members of staff are required to sign a declaration whereby they confirm they understand the policy and procedures (on recruitment and following each review).

Duties of Designated Safeguarding and Deputy Safeguarding Leads:

Are you concerned about about a student?

Heads of Years and Designated Safeguarding leads 22/23

Coloma Shalver
Head Pastoral and Designated safeguarding lead
Head@pschool@lyceointernational.com

Julien Astruc
Head of Secondary
Head@pschool@lyceointernational.com

Lucre Berr
Head of Primary
Head@pschool@lyceointernational.com

Kate Callaghan
Head of Cycle Early years PS-G5
Head@pschool@lyceointernational.com

Laurence Perry
Head of Primary Cycle 2 CP-CM1
Head@pschool@lyceointernational.com

John Fosban
Head of Year 6/7/CM2/Geme
Head@pschool@lyceointernational.com

Danielly Castillo Whight
Head of Year 8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23
Head@pschool@lyceointernational.com

Jean Baptiste Gauthier
Deputy head pastoral and coordination
Head@pschool@lyceointernational.com

Joseph Gault
Head of Year 10/11/12/13/14/15/16/17/18/19/20/21/22/23
Head@pschool@lyceointernational.com

Emmanuel Caradec
Safeguarding governor
Head@pschool@lyceointernational.com

Bradley Saran
Head of Year 11/12/13/14/15/16/17/18/19/20/21/22/23
Head@pschool@lyceointernational.com

Charlene Marchand
Head of Year 12/13/14/15/16/17/18/19/20/21/22/23
Head@pschool@lyceointernational.com

Gerard Gilen
Head of Year 13/14/15/16/17/18/19/20/21/22/23
Head@pschool@lyceointernational.com

If you are concerned make a factual record and include the date and time
Ensure you make a report **AS SOON AS POSSIBLE** to a member of staff who can help

DSLs must be re-trained every 2 years, and all other staff every year. The school is proactive in ensuring that training will be kept updated and that DSLs will retrain all staff.

In accordance with the guidance KCSIE (Keeping Children Safe in Education) 2022 all staff including DSL's will be updated annually on any additional guidance issued on safeguarding to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead's role is reflected in their [job description](#). The DSL is a full member of the Senior Leadership Team (SLT).

Broad areas of responsibility proposed for the designated senior person for child protection in each establishment:

The Governing Body will ensure there is a suitably qualified and trained Designated Safeguarding Lead (DSL), with at least one Deputy trained to the same level. The following responsibilities form part of the DSL's Job Description. The DSL will:

- Ensure safeguarding children is a central ethos in the school
- Ensure all staff are familiar with the Safeguarding Children policy and part I and Annex A and B of Keeping Children Safe in Education 2022.
- Ensure all staff have developed skills and knowledge to identify and report abuse, including allegations of abuse against staff.
- Be the first point of contact for any member of staff worried about a child and provide advice and support to resolve that concern. The DSL will ensure they or a Deputy is available to staff during school hours and for any out of hours/out of term activities.
- Maintain oversight and hold ultimate lead responsibility for any concern about a child,

including children requiring early help or child protection. This will include managing referrals by ensuring the DSL or a deputy is allocated to any child referred to children's services (including children in care and those who have returned home from care). This person will keep the DSL up to date, communicate all significant information and provide reports to other agencies and attend all relevant meetings for that child.

- Keep accurate and secure child protection records and send these securely on to any new schools (separately from the main file), in line with Keeping Children Safe in Education 2022
- Refer cases as necessary to other agencies, including the Channel programme where there is a concern about radicalisation, the Police where a crime may have been committed and the Disclosure & Barring Service
- Where the DSL is not the head teacher, the DSL will liaise closely about any ongoing enquiries, police investigations or concern for children.
- Ensure the Safeguarding Children policy is reviewed at least annually, is available publicly and that parents are aware of the role of the school in safeguarding children including referral to other agencies
- Receive relevant training in role at least every two years and Prevent awareness training. The DSL must seek out additional learning opportunities to ensure their knowledge and skills are refreshed and they are aware of any change in requirements, including through the safeguarding children partnership. DSL's are engaged in ongoing supervision as part of their role.

If the DSL is not available, staff should speak with a deputy or a member of the SLT and/or take advice from the local children's social care.

Duty of parents and carers

Parents and carers are expected to help their children to behave in non-violent and non-abusive ways towards both staff and other students. Parents and carers will be informed if it was necessary to use minimal force to protect a student from injury or to prevent a student from harming others.

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

Duty of the School to parents and carers

Parents and carers can feel confident that procedures are in place to ensure that all staff appointed **have** undergone procedures to ensure that they are suitable to work with children. All voluntary helpers undergo similar procedures including a police check.

Every staff member and Board member has an enhanced DBS check

<https://www.gov.uk/government/news/disclosure-and-barring-service-update-service-now-ava>

ilable). Guidelines on the procedures if an allegation is made about a member of staff are outlined in the Child Protection - Professional Abuse Policy (appendix 4) These will be made available to a parent/ carer if they make an allegation against a member of staff. Parents and carers will be informed of the procedure if they make a formal complaint about a staff member or volunteer in the setting.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the Designated Safeguarding Lead (and deputies) 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. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

The assessment of the child should consider whether wider environmental factors are present in a child's life that are a threat to their safety/welfare. Familial and extra-familial safeguarding helps focus on the fact that young people experience harm within their families and recognises that different relationships formed by young people in their neighbourhoods/schools and online can feature violence and abuse. The school communicates with parents and carers to reinforce the importance of children being safe online through the Code of conduct and offers weekly digital workshops to support them.

Referrals

All parents, carers and guardians must be aware that they can make a referral to the relevant Local Authority Multi Agency Safeguarding Hub team (MASH) about any suspected abuse or neglect. Parents, carers or guardians that do so are also required to inform the school Designated Safeguarding Leader (DSL) as named within this policy.

The referral for an individual child must be made to the Multi agency safeguarding hub team responsible for the Borough in which the child resides.

The school is not able to share residential addresses or personal details related to any families registered in the school with other parents. However, should a referral be made to the School DSL, the School, if appropriate, may then contact the relevant MASH team to raise the concern.

- 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.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with Head of School and safeguarding governor (where role is not carried out by the Head of School) to inform her of any issues and ongoing investigations and ensure there is always cover for this role.
- Liaise with the Local Child Protection Board to ensure awareness of local multi-agency procedures, local referral procedures and training opportunities, and maintain a list of local multi-agency contacts.

Raising Awareness

- Ensure the School's Safeguarding Policy is updated and reviewed annually and work with the governing body/proprietor regarding this.
- Ensure parents and carers see copies of the Safeguarding Policy, which alerts them to the fact that referrals may be made, and the role of the School in this to avoid conflict later.
- Where children leave the School ensure the local authority and the next school are contacted, and safeguarding information sent where appropriate.

Training

- Staff are supported in being able to identify signs of abuse and when it is appropriate to make a referral.
- Designated Safeguarding Lead Staff have a working knowledge of how the Local Safeguarding partnership operates, the conduct of a child protection case 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 Child Protection Policy especially new/part time/supply staff who may work with different educational establishments.

- All staff have induction training covering child protection policy, the behaviour policy, the staff behaviour policy, the safeguarding response to children who go missing from education, Prevent, online safety, the role of the DSL and any deputies (KCSIE 2022) and are able to recognise and report any concerns immediately they arise.
- DSL's and deputies receive training every two years in addition to formal training to include inter-agency working and Prevent
- All staff have yearly updates and refreshed safeguarding knowledge annually and where necessary throughout the year
- Staff are able to keep detailed, accurate, written records of referrals/concerns.
- SEND-Staff 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. Staff are aware that the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Communication barriers and difficulties in managing or reporting these challenges must be taken into consideration.
- Safer recruitment training is available to all relevant staff and governors involved in the recruitment process
- Safeguarding training is delivered through the Peer counselling programme. Peer counsellors help deliver safeguarding awareness sessions, signposting and identify sources of support to other students

Definitions and Symptoms of Abuse

Keeping Children Safe in Education 2022 has highlighted the role that schools play in detecting possible problems and supporting good mental wellbeing. At the School we do everything we can to prevent the impairment of children's mental (as well as physical) health and development. All staff are aware that mental health problems can be an indicator of abuse, neglect or exploitation.

The Children Act 1989 introduced the concept of "Significant Harm" as the threshold that justifies compulsory intervention in family life in the interests of children.

There are no absolute criteria to rely on when judging what constitutes significant harm. Overall, it can be described as the detrimental outcome of various forms of child maltreatment to the child's wellbeing.

Harm means ill treatment or the impairment of health or development.

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

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

Health includes physical or mental health.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could

reasonably be expected of a similar child.

There are four main categories of abuse - **physical injury, neglect, sexual abuse, and emotional/mental health abuse**

- The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms.
- It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together.
- These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.
- These different types of abuse require different approaches.
- A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately.
- With other forms of abuse there is a need to ensure that adequate information is gathered.
- There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded.
- The need to collate information must be balanced against the need for urgent action.
- If there are reasonable grounds for suspicion, then a decision to monitor the situation should only be taken after consultation.
- A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

Physical Injury

Symptoms:

- Bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- Slap marks – these may be visible on cheeks or buttocks.
- Twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- Bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- Grip marks on arms or trunk - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- Black eyes - are mostly commonly caused by an object such as a fist coming into contact with the eye socket. NB. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- Damage to the mouth - e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.

- Bite marks
- Fractures
- Poisoning or other misuse of drugs - e.g. overuse of sedatives.
- Burns and/or scalds - a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

Neglect

Symptoms:

- Dirty
- Lack of appropriate clothing
- Smells of urine
- Unkempt hair
- No parental interest (a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.)
- Underweight – a child may be frequently hungry or preoccupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- Body sores
- Not wanting to communicate
- Behaviour problems
- Attention seeking
- Lack of respect
- Often in trouble - police
- Bullying
- Use of bad language
- Always out at all hours
- Stealing
- Lack of confidence - low self-esteem
- Jealousy

Sexual Abuse

Symptoms:

- A detailed sexual knowledge inappropriate to the age of the child.
- Behaviour that is excessively affectionate or sexual towards other children or adults.
- Attempts to inform by making a disclosure about the sexual abuse often begin by the

initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive preoccupation with secrecy and try to bind the adults to secrecy or confidentiality.

- A fear of medical examinations.
- A fear of being alone – this applies to friends/family/neighbours/baby-sitters, etc
- A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- Excessive masturbation is especially worrying when it takes place in public.
- Promiscuity
- Sexual approaches or assaults - on other children or adults.
- Urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- Bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- Discomfort or pain particularly in the genital or anal areas.
- Drawing of pornographic or sexually explicit images.
- Withdrawn rejecting physical contact or demanding attention

Emotional Abuse/Mental health

Symptoms:

- Crying
- Rocking
- Withdrawn
- Not wanting to socialise
- Cringing
- Picking up points through conversation with children
- Bad behaviour
- Aggression
- Behaviour changes
- Bribery by parent
- Self-infliction
- Lack of confidence
- Attention seeking
- Isolation from peers - unable to communicate
- Clingy
- Afraid of authoritative figures
- Treating others as they have been treated
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Child Sexual Exploitation (CSE) / Child Criminal Exploitation (CCE) and Female Genital Mutilation

- Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food,

accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

- The statutory definition can be found in the guidance documentation on Child sexual exploitation: Definition and a guide for practitioners 2017 [here](#)
- Both CSE and CCE occur where a power imbalance is used to coerce, manipulate, or deceive a child into sexual or criminal activity.
- Information on Child criminal exploitation can be found in KCSIE (2021) page 125
- 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.
- Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.
- Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.
- For information on warning signs that FGM may be about to take place, or may have already taken place, please refer to the Multi-Agency Practice Guidelines which can be found in the Policy drive. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.
- It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Child on Child abuse -

- All staff and governors should be aware that safeguarding issues can manifest themselves via child on child/child on child abuse. This is most likely to include, but may not be 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;
- sexting (also known as youth produced sexual imagery);
- Upskirting, typically involving 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. It is now a criminal offence and may constitute sexual harassment.

- Initiation/hazing type violence and rituals. Hazing is any action or situation, with or without the consent of the participants, which recklessly, intentionally, for unintentionally endangers the mental, physical, or academic health or safety of a student.
- Systems are in place for children to confidently report abuse, knowing their concerns will be treated seriously
- In responding to incidents of sexual harassment, the school ensures that actions to make the location of the incident safer is included in any risk assessments
- Support is in place for victims, perpetrators and any other children and siblings involved.
- Recognition is made that even if no reported case of peer-on-peer abuse, such abuse may still be taking place and is not being recorded
- A zero tolerance approach to abuse is in place at all time and is not considered as 'just banter' or similar.
- It is most likely that girls will be victims and boys perpetrators but all abuse will be treated seriously
- Staff recognise that those children who are LGBTQIA could potentially be more vulnerable to child on child abuse
- All staff and governors should be clear as to the school's or college's policy and procedures with regards to child on child/child on child abuse
- Appropriate support is always offered to the perpetrator (if on the school's roll) and any other children

KCSIE 2022 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

Sharing nudes and semi-nudes (previously known as 'sexting')

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

County lines

- 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. Like other forms of abuse and exploitation, county lines exploitation:
 - can affect any child or young person (male or female) under the age of 18 years;
 - can affect any vulnerable adult over the age of 18 years;

- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources
- Information on County lines is found on KCSIE (2021) page 126

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 frequent 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 explain that children have been approached by, or are involved with, criminal networks or gangs.

Domestic abuse

- In April 2021 the Domestic abuse act received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:

<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The school recognises the detrimental long-term impact domestic abuse can have on children

FGM Mandatory Reporting Duty

- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.
- Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.
- The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding leader and involve children’s social care as appropriate.

Mental health

- All staff at the Lycee International de Londres are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

Children with a social worker

- We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most students.
- This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.
- We will liaise with the Virtual Headteacher as required from June 2021 to promote the education of children with a social worker. Our lead for Looked After Children is: Charleen Marchand
- We will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- We will work with external agencies on matters of safety and safeguarding

Children Missing from education

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

- We monitor attendance carefully and address poor or irregular attendance without delay.
- We will always follow up with parents/carers when students are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if their numbers change.

In response to the guidance in Keeping Children Safe in Education (2022) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take students off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded
- We will ensure that students who are expected to attend the school, but fail to take up the place will be referred to the local authority.
- When a student leaves the school, we will record the name of the student's new school and their expected start date.

Private fostering

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

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

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

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

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or

social workers to inform the school. However, it should be clear to the school who has parental responsibility.

Parents should ensure any host families have adequate safeguarding knowledge and training through discussion with the accredited provider.

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

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered. The school requests confirmation of safeguarding awareness from all hosts.

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. <https://www.gov.uk/government/publications/channel-guidance>

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence and abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence

- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- honour based violence including breast ironing
- child abduction and community safety incidents.
- children and the court system
- children with family members in prison
- modern slavery and the National Referral Mechanism
- homelessness

Confidentiality

The school's information sharing policy is based on the guidance document 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

We acknowledge the following statements from Keeping Children Safe in Education (2022), paragraph 119 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.'

and paragraph 118 'This includes allowing practitioners to share information without consent...'

Online safety

Online safety and the lycee's approach considers Content, Contact, Conduct and Commerce. We realise that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, may sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

At Lycee International de Londres.

when students use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many students are able to access the internet using their own data plan. To minimise inappropriate use, as a school we follow the Common Sense Media programme to educate our student about online safety, have regular visits from the local safeguarding structures, use pix certification in year 9 and 13 we manage this risk by training students through the PSHE/ RSE curriculum, Common Sense Media, Pix certification in Year 9 and Year 13 to assess and monitor online safety, and ensure reinforcement through the web librarian discussions and learning opportunities to celebrate responsible use. We discuss online safety issues during Heure de vie de classes and Assemblies

to keep our community aware and responsible. (See KCSIE 2022 paragraph 37)

The school communicates with parents and carers to reinforce the importance of children being safe online through the Code of conduct and offers weekly digital workshops to support them.

Monitoring and Record Keeping

It is essential that accurate records be kept where there are concerns about the welfare of a child. Pastoral care concern sheets are to be filled in (appendix 3) and given to the DSL, or staff should use the secure online Child protection management system, CPOMS to create an incident. These records are kept in secure, confidential files, which are separate from the child's school records by the DSL. It is important to recognise that regulations published in 1989 do not authorise or require the disclosure to parents and carers of any written information relating to Child Protection. However, it is preferable, where circumstances allow, that parents and carers be informed of and agree to any referral being made (unless it relates to sexual abuse).

Information added in regard to safeguarding concerns must include written evidence of decisions and actions and is regularly monitored using the CPOMS software in order to identify any potential patterns.

Staff must keep the primary and the secondary DSL (as required) informed of:

- Poor attendance & punctuality
- Concerns about appearance and dress
- Changed or unusual behaviour
- Concerns about health and emotional well being
- Deterioration in educational progress
- Discussions with parents and carers about concerns relating to their child
- Concerns about home conditions or situations
- Concerns about student on student abuse (including serious bullying)

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect. Parental consent is not required for referrals to statutory agencies.

All communications, whether verbal or written, are strictly confidential and only when the Head deems it appropriate, will other members of staff be informed.

This procedure for child protection will be reviewed annually in conjunction with the School's Governors.

Support must be given to members of staff involved in child protection referral and, in the interest and protection of all staff, the procedure for child protection shall be under continual review in order to eliminate any bad practice.

The Management of School recognises that staff involved in a child protection issue will find it distressing and will offer support and guidance accordingly.

For contact with Child protection specialists available for consultation in the London Borough of Brent, the Head or the DSL will contact the

Brent Family Front door:

https://brent-self.achieveservice.com/en/AchieveForms/?form_uri=sandbox-publish://AF-Form-3b3ff798-641b-403f-8910-992998237b30/definition.json&_ga=2.181648935.167932428.1648454590-1376779049.1597221782

You must also contact the Local Authority Designated Officer (LADO) for allegations against staff.

Disclosure and Action following a Disclosure (child)

Where a student discloses concerns or makes an allegation no judgement should be made or enquiries initiated by the staff member merely listening and seeking clarification is required before consulting with the designated DSL. Confidentiality should not be promised to anyone. A record should be kept of the conversation. Where there is a suspicion that a child is suffering or likely to suffer significant harm, the concern should be referred without delay to the Head/DSL who will investigate.

Where the child requires urgent medical treatment an ambulance should be called to take him/her to hospital and concerns raised with the DSL.

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Action for the DSL

Following a disclosure, the Designated Safeguarding Leader will then speak to the parent/carers in the case of evidence of physical abuse to seek an explanation, but only if there is no risk to the child of further harm resulting out of this action.

In the event of disclosure of suspected sexual abuse on school site, an immediate referral to the local Social Services authority will be made by the DSL.

In all other cases of suspected abuse, the DSL will enter into preliminary discussion with the parents and carers to ascertain any possible explanation. These discussions are exploratory, and

the DSL should be careful not to prejudice the outcome of any potential multi-agency investigation.

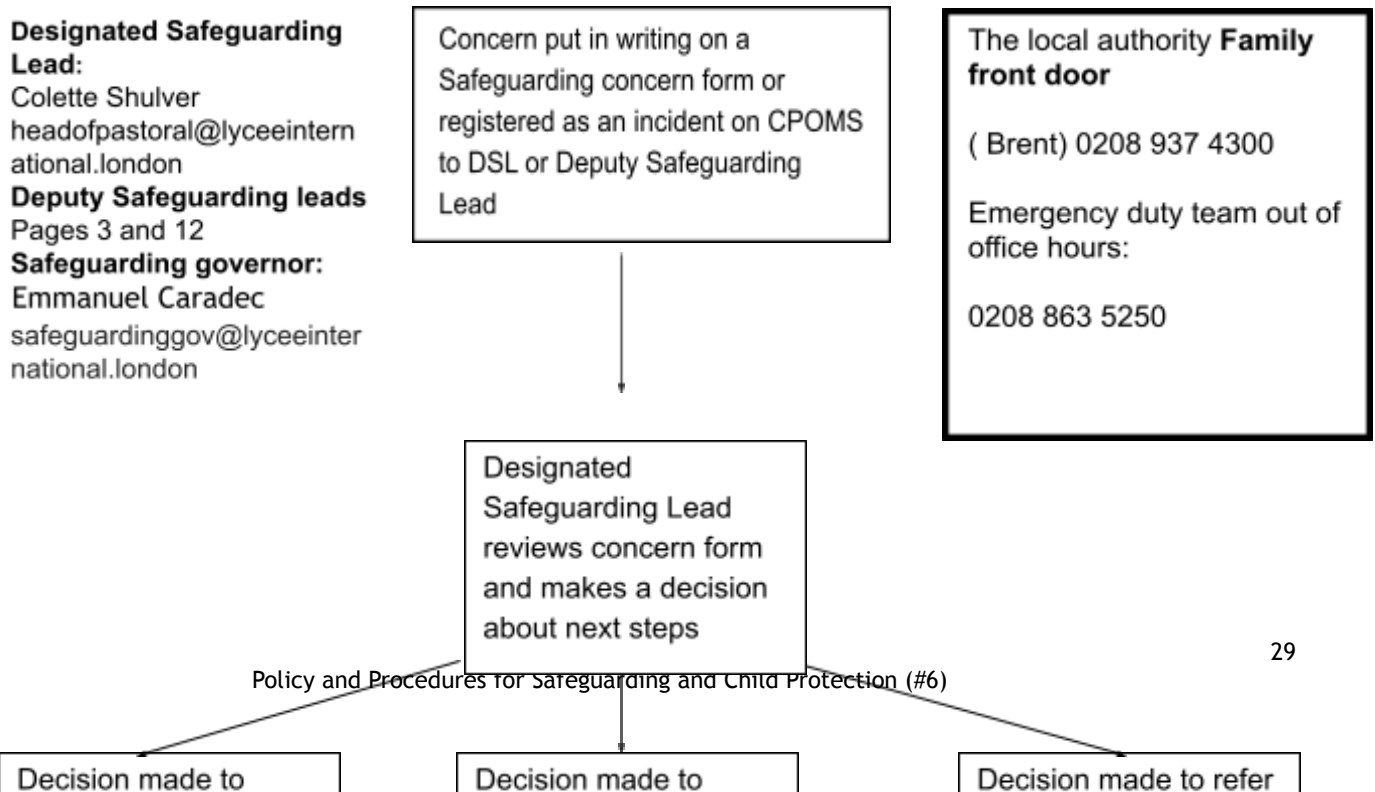
Where, following preliminary enquiries by the DSL, a prima facie case of abuse is apparent, or where there are contraindications to preliminary enquiries, a referral should be made under local multi-agency arrangements. The referral should be made by email (or as required by Brent safeguarding children Board) either at the time of the initial disclosure or within 48 hours of the incident to the local Social Services department office.

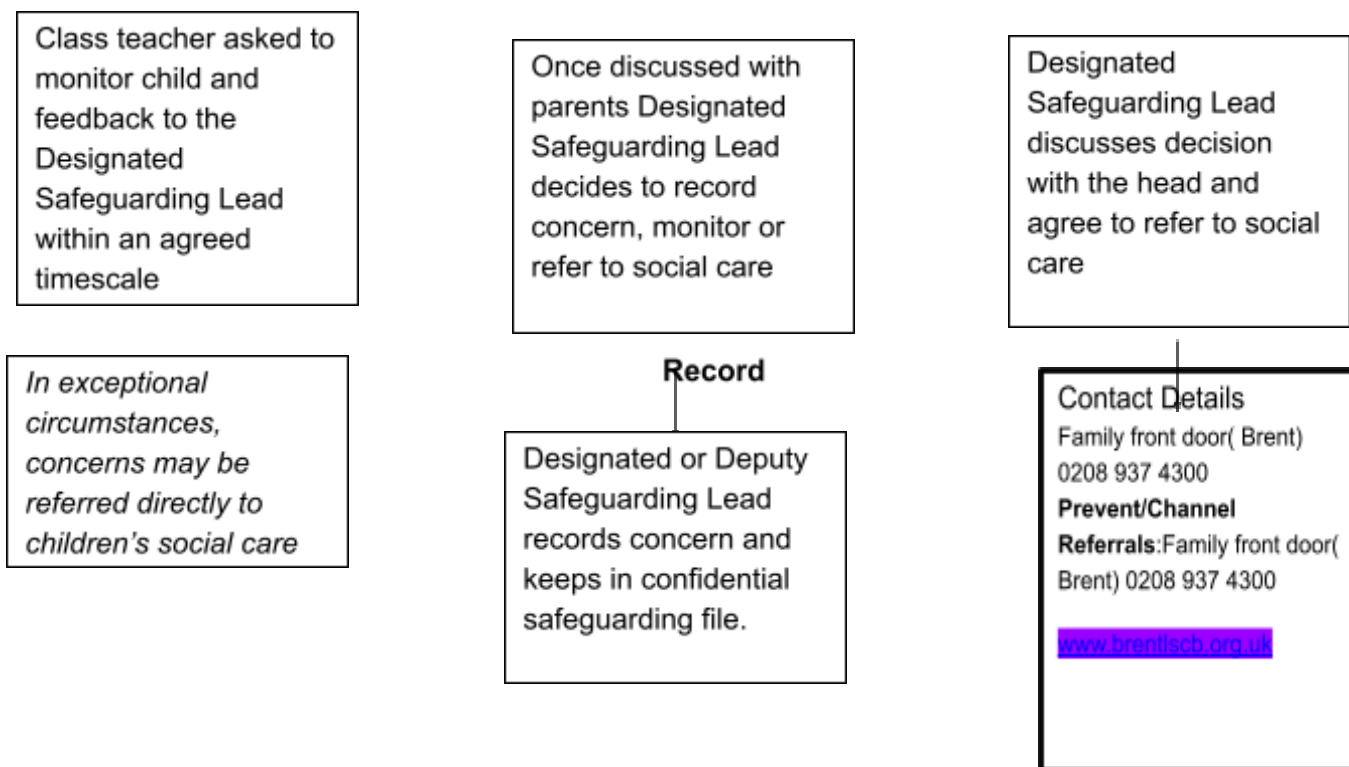
The person making the referral should provide the following information if available:

- Details about their own location, status and relationship with the child;
- Whether the child is currently safe and any deadlines approaching (e.g. child about to be collected by parent; alleged abuser returning imminently to household);
- When the child was last seen and the current location of the child;
- The child's name, date of birth, sex, disability, or any known health care issues, ethnic origin, religion, language spoken;
- Any other names the child or family members have been known by;
- The address of the child and parents and carers, and any known previous addresses;
- The family and household structure and details of any other significant people in the child's life;
- Details of the concern (if an incident, the time, place, persons involved);
- Information regarding parental knowledge or, and if appropriate, agreement to the referral.

If the allegation concerns the Head of School the concern must be reported to the Board of Governors.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD





Whistleblowing

All staff will be made aware of the importance of whistle-blowing and feel confident to voice concerns about the attitude or actions of colleagues.

If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by their organisation, they should report the matter to the Brent LADO. See also [Local Safeguarding Children Boards Procedure](http://www.londonscb.gov.uk/procedures) <http://www.londonscb.gov.uk/procedures> NSPCC has a [new website](http://www.nspcc.org.uk). Staff can call 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk

Low level concerns about staff behaviour

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors.

We recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of

other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by [state method of contact].

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher/principal.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher/principal has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

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

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

See also Developing and implementing a low-level concerns policy (Farrer & Co)

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf>

The guidance in KCSIE 2022 (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

Disclosure and actions following a disclosure (adult)

London Child Protection Procedures - Child Protection - Professional Abuse Policy
Guidelines for the management of allegations of abuse by staff and other Professionals.

These guidelines are taken from the **London Child Protection Procedures 5th Edition 2013 section A.**

For further details refer to the LCPP
<http://www.londoncp.co.uk/>

General considerations relating to allegations and concerns of abuse

The employer will inform the Brent Family Front Door 020 89374300 / <https://www.brent.gov.uk/services-for-residents/children-and-family-support/child-protection-and-care/report-a-concern-about-a-child/> immediately after an allegation is made or within one working day.

They will then advise the employer whether or not informing the parents and carers of the children involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the employer will inform the parents and carers. In some circumstances, however, the parents and carers may need to be told straight away (e.g. if a child is injured and requires medical treatment).

The employer will seek advice from the LADO, the police and/or LA children's social care about how much information should be disclosed to the accused person.

Subject to restrictions on the information that can be shared, the employer will, as soon as possible, inform the accused person about the nature of the allegation, how enquiries will be conducted and the possible outcome (e.g. disciplinary action, and dismissal or referral to the barring lists or regulatory body)

The accused member of staff should:

- Be treated fairly and honestly and helped to understand the concerns expressed and processes involved;
- Be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process;
- If suspended, be kept up to date about events in the workplace.

- Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Confidentiality

Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered. Apart from keeping the child, parents and carers and accused person (where this would not place the child at further risk) up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes.

The police should not provide identifying information to the press or media, unless and until a person is charged, except in exceptional circumstances (e.g. an appeal to trace a suspect). In such cases, the reasons should be documented and partner agencies consulted beforehand.

Section 13 of the Education Act 2011 provides restrictions on the publication of any information that would identify a teacher who is the subject of an allegation of misconduct that would constitute a criminal offence, where the alleged victim of the offence is a registered student at the school.

Such restrictions remain in place unless or until the teacher is charged with a criminal offence, though they may be dispensed with on the application to the Magistrates' Court by any person, if the court is satisfied that it is in the interests of justice to do so, having regard to the welfare of:

- The person who is the subject of the allegation;
- The victim of the offence to which the allegation relates.

There is a right of appeal to the Crown Court.

This restriction will apply to allegations made against any teacher who works at a school, including supply and peripatetic teachers. 'School' includes academies, Free Schools, independent schools and all types of maintained schools.

Publishing any information in breach of these restrictions is an offence. Publication includes any communication, in whatever form, which is addressed to the public at large or any section of the public.

It is a defence to show that the person publishing was not aware of the allegation having been made as set out in section 141H 'Defences' of the Act.

From September 2016 A section 128 direction prohibits or restricts a person from taking part in the management of an independent school.

Support

The organisation, together with Local Authority children's social care and/or police, where they are involved, will consider the impact on the child concerned and provide support as appropriate. Liaison between the agencies will take place in order to ensure that the child's needs are addressed.

As soon as possible after an allegation has been received, the accused member of staff should be advised to contact their union or professional association in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements.

Suspension

Suspension is a neutral act and it will not be automatic. It will be considered in any case where:

- There is cause to suspect a child is at risk of significant harm;
- The allegation warrants investigation by the police;
- The allegation is so serious that it might be grounds for dismissal.

If a strategy meeting/discussion is to be held or if the LA children's social care or the police are to make enquiries, the LADO will canvas their views on suspension and inform the employer. Only the employer, however, has the power to suspend an accused employee and they cannot be required to do so by a local authority or police.

Suspension does not imply a finding of guilt but is intended to enable a dispassionate investigation of the facts, unimpeded by interpersonal tensions. Any employee who is suspended will be informed immediately for the reason for suspension.

Referral to the Disclosure and Barring Service (DBS)

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide their services, the LADO will discuss with the employer whether a referral will be made to Disclosure and Barring Service and/or a regulatory body e.g. Teaching Regulation Agency 2018, the DfE employer's access or General Medical Council).

The referral will be made using the DBS Referral Form: <https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>, after consulting the DBS Referral Guidance or contacting the DBS barring helpline Telephone: 01325 953795)

Consideration will then be given by the DBS as to whether the individual will be barred from, or have conditions imposed in respect of, working with children.

Employers have a legal duty to refer concerns to the DBS. A referral **MUST** be made when an employee or volunteer is removed from working with children or vulnerable adults (even temporarily) because the employer thinks the person has engaged in relevant conduct*.

If a referral is to be made, it will be submitted within one month of the allegation being substantiated.

*Relevant conduct is when a person has harmed or may have harmed a child or vulnerable adult. Inciting or encouraging another person to harm a child or vulnerable adult is also relevant conduct.

Safer Recruitment

The School operates Safer Recruitment procedures and all prospective staff are subject to criminal records checks, checks by the Disclosure and Barring Service (DBS)

[and the DfE employer's access, Teacher Service:

contact employer.access@education.gsi.gov.uk.] and compliance with the Independent School Standards Regulations. All Staff are made aware of the Childcare Act (2006). We observe the requirement to report to the Disclosure and Barring Service (DBS), within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

All Senior Management attend Safer Recruitment Training as required by law.

All new appointments to regulated activity

An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of pre-employment checks. When appointing new staff, the School must:

- Verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check (with BDS barred list service) if an individual will start work in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service (DfE employer secure online access);
- Verify the candidate's mental and physical fitness to carry out their work responsibilities (this cannot be done before the position is offered and the job offer will need to be conditional on the medical check);
- Verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or

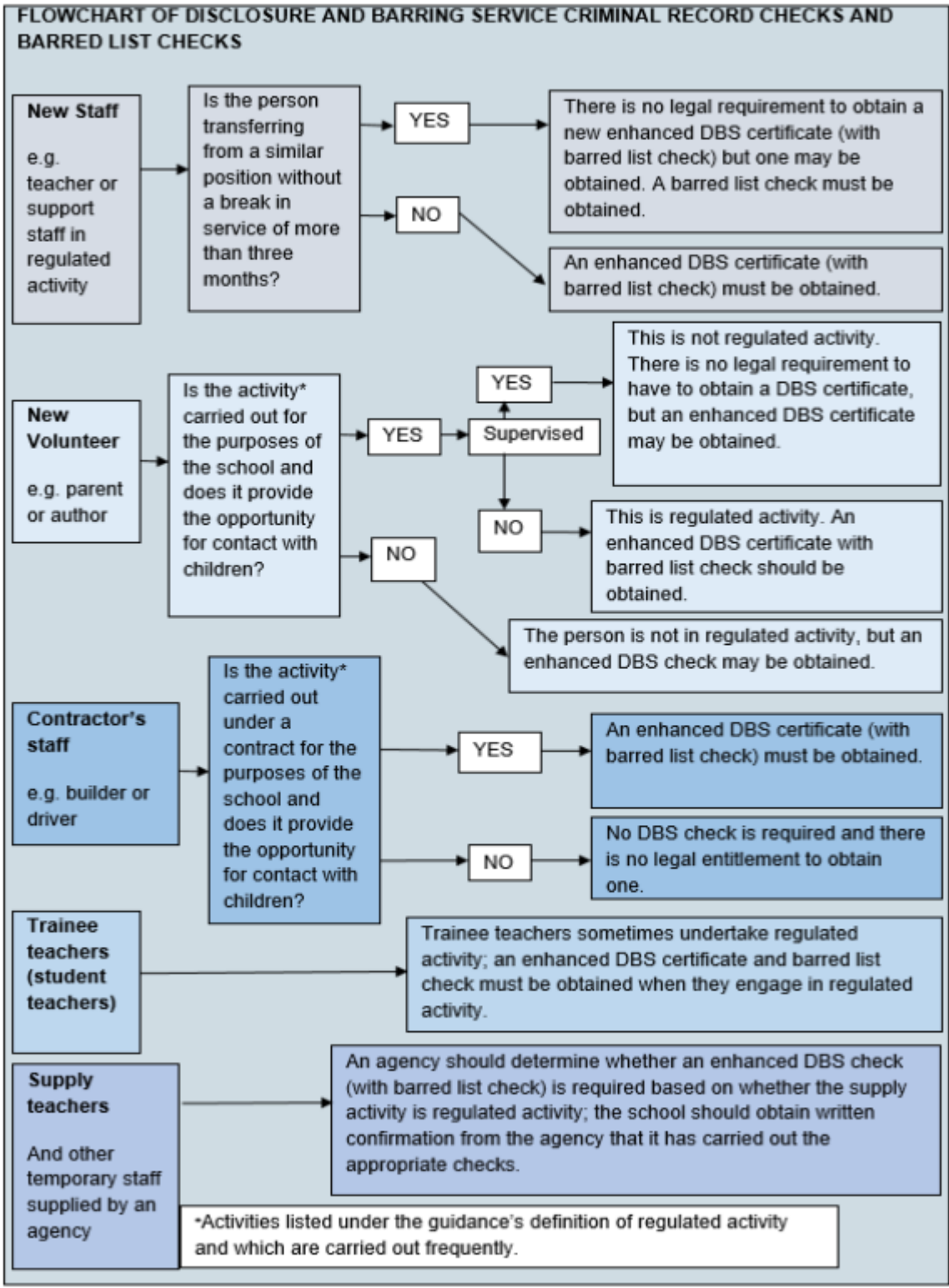
- volunteer managers, should follow advice on the GOV.UK website;
- If the person has lived or worked outside the UK, make any further checks (for example French casier judiciaire) the School considers appropriate to satisfy itself that the person can work with children;
 - Verify professional qualifications, as appropriate.
 - References should be scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed, including for any internal candidate.
 - independent schools, including academies and free schools, must check that a person taking up a management position as described at paragraph 125 is not subject to a section 128 direction made by the Secretary of State.
 - policies related to the recruitment of governors mention the requirement for s128 checks where applicable (not required for associate members on committees)

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child (see referral to the DBS barred list above).

If an individual commences work before the DBS arrives, which they may do if there is a written risk assessment to be reviewed every 2 weeks, then the school must undertake a barred list check. Also on the first day of work unless they are in the DBS update service they need to do an additional barred list check.

The Human Resources Department in collaboration with the DSL ensures that relevant policies and procedures include reference to supply teachers and how allegations against them will be handled.

The Human Resources Department conduct an online search for shortlisted candidates



APPENDIX 1: What to do if a child approaches you to discuss allegations of abuse

Any member of staff who has contact with children at School may be approached by a child who needs to talk about something in confidence.

Here are some basic principles to follow if this happens to you.

What to do	What not to do
<p>Stay calm</p> <p>Listen, hear and believe</p> <p>Give time to the person to say what they want</p> <p>Reassure and explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed</p> <p>Act immediately in accordance with the procedure in the Child Protection Policy</p> <p>Record accurately in writing as soon as possible what was said and without personal comment</p> <p>Report to the Child Protection Officer only</p>	<p>Do not panic. Don't over react. It is extremely unlikely that the child is in immediate danger</p> <p>Do not probe for more information. Questioning the child may affect how the disclosure is received later on</p> <p>Do not make assumptions. Do not paraphrase or offer alternative explanations or suggestions</p> <p>Do not promise confidentiality to keep secrets or that everything will be OK (it might not)</p> <p>Do not try to deal with it yourself</p> <p>Do not make negative comments about the alleged abuser. Do not make personal observations. Do not make a child repeat a story unnecessarily</p> <p>Do not 'gossip' with colleagues about what has been said to you</p>

Appendix 2: School Code of Behaviour - for All Staff and Volunteers

Interaction with students: Model Code of Conduct for Staff

Employees and Adults must not:

1. Staff and volunteers **should not** spend excessive amounts of time alone with children, away from others. Meetings with individual children should be avoided or take place within sight of others. If privacy is needed, the door should remain open and other staff or volunteers should be aware of the meeting.

2. Staff and volunteers are **advised not to** make unnecessary physical contact with children. However, there may be occasions when physical contact is unavoidable, such as providing comfort at times of distress, or physical support in contact sports or similar. In all such cases contact should only take place with the consent of the child.

3. Staff should not have any images of students on personal mobile phones, laptops or ipads, or other personal devices. Staff should not engage with students inappropriately on social media platforms.

4. It is **not good practice** to take children alone in a car, however short the journey. Where this is unavoidable, it should be with the full knowledge and consent of the parents and carers (or guardians) and the head or a member of the Senior Leadership Team (SLT).

5. Staff and volunteers **should not** start an investigation or question anyone after an allegation or concern has been raised. This is the job of the authorities. **You should just record the facts and report these to a designated person.**

6. Where there are opportunities for non-school activities on the premises, the school ensures that the body has appropriate safeguarding and child protection policies and procedures in place and there are liaison arrangements with school on these matters where appropriate.

6. Staff and volunteers should **never** (even in fun) -

- initiate or engage in sexually provocative conversations or activity;
- Engage in inappropriate/ overly familiar relationships with students;
- allow the use of inappropriate language to go unchallenged;
- do things of a personal nature for children that they can do themselves;
- allow any allegations made by a child go without being reported and addressed;
- either trivialise or exaggerate child abuse issues;
- make promises to keep any disclosure confidential from relevant authorities.

7. Staff or volunteers **should not** show favouritism to any one child, nor should they

issue or threaten any form of physical punishment.

8. The use of 'reasonable force' in schools and colleges

- 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'
- Departmental advice for schools is available at [Use of Reasonable Force in Schools](#). Staff should be aware of the low level concerns in the allegations section
 - The schools' policy on Students' Use of ICT and Electronic Devices on internet safety, use of mobile technology is available on the school website (policy 11) , [and includes an addendum for EYFS use of mobile phones policy](#)

Employees and Adults

1. Staff and volunteers **must respect** children's rights to privacy and encourage children and adults to feel comfortable enough to report attitudes or behaviour they do not like.
2. Staff and volunteers **will be expected** to act with discretion with regard to their personal relationships. They should ensure their personal relationships do not affect their role within the school.
3. All staff and volunteers **should be aware** of the procedures for reporting concerns or Incidents, and should familiarise themselves with the contact details of the designated persons.
4. If a member of staff or volunteer finds himself or herself the subject of inappropriate affection or attention from a child, **they should** make others aware of this.
5. If a member of staff or volunteer has any concerns relating to the welfare of a child in his/her care, be it concerns about actions/behaviours of another staff member or volunteer, or concerns based on any conversation with the child; particularly where the child makes an allegation, they should report this to a designated person. Guidance on Child sexual exploitation February 2017 can be found [here](#).



Appendix 3: Concern Form

Please complete this form if you have any concerns about a student

Student Name			
Year/ Day/Date/Time		DoB	
Member(s) of staff noting concern			

Concern (Please describe as fully as possible)

Signature: _____ Date: _____

Actions Taken			
Date	Person taking action	Action	Signature

Would you like feedback about this concern? Yes No

Date Feedback Given

Please pass this form to the Designated Safeguarding Lead when completed

Useful Contacts/ Resources/Legislation

Local Safeguarding Children Board (LSCB)

<http://www.londonscb.gov.uk/>

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 03001234234

Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795

Telephone for customer services: 0870 909 08 Email:

customerservices@db.s.gsi.gov.uk

NSPCC has a new website. Staff can call 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk

Childline: Tel: 0800 1111 www.childline.org.uk

Deficiencies and Weaknesses: It is the duty of all members of Staff and the proprietor to draw to the attentions of the DSL any weakness or deficiencies in this policy. The DSL will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting to any regular review date.

Complaints: All complaints arising from the operation of this policy should be referred to the DSL (who will keep the Head and Proprietor informed). The Proprietor will arrange for the complaint to be investigated.

STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- [Working Together to Safeguard Children](#) DfE (July 2018)
- [Keeping Children Safe in Education](#) DfE (2022)
- [Working Together to Improve School Attendance](#), DfE (2022)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (Feb 2022)
- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (July 2018)
- [The Revised Prevent duty: Departmental advice for schools and childcare providers](#) DfE (June 2021)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#) DfE (July 2021)
- [Child sexual exploitation: guide for practitioners](#) DfE (February 2017)
- [Teaching online safety in school](#) DfE (June 2019)
- [Mental Health and Behaviour in Schools](#) DfE (November 2018)
- [Data protection: toolkit for schools](#) DfE (September 2018)

- [Promoting the education of children with a social worker \(June 2021\)](#)
- [Preventing youth violence and gang involvement \(March 2015\)](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

This policy has also been drawn up with reference to the following:

- [Education \(Independent School Standards\) \(England\) Regulations \(2014\) and \(January 2015\)](#)
- [Preventing and tackling bullying \(DfE 2017\)](#)
- [DfE and ACPO drug advice for schools](#)
- [Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism \(HM Government: 2015\)](#)
- [Domestic |violence and Abuse](#)
- [Female genital mutilation: multi agency practice guidelines \(HM Government 2020\)](#)
- [The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage \(HM Government:June 2014\)](#)
- [National action plan to tackle child abuse linked to faith or belief](#)
- [No Health Without Mental Health strategy](#)
- [Children and families Act \(2014\)](#)
- [Safeguarding children in whom illness is fabricated or induced](#)
- [Special Educational Needs and Disability Code of Practice, 0-25 years \(DfE and Department for Health: January 2015\)](#)
- [Sharing nudes and semi-nudes advice for education settings working with children and young people December 2020](#)
- [Behaviour and Discipline in Schools-A guide for headteachers and School Staff january 2022](#)

Policy written in 2015.

Policy reviewed in:

August 2022

April 2022

November 2021

May 2021

November 2020

September 2020

April 2020

November 2019

September 2018

January 2018

June 2017

March 2017

January 2017
May 2016
August 2016
November 2016