NLGS Safeguarding and Child Protection Policy

2018

Name	Responsibility	Areas/ Contact
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1. Rationale

The proprietors and staff fully recognise their responsibilities for child protection and are aware that the safeguarding and promotion of the welfare of children covers more than child protection and is of paramount importance. Our procedures comply with DfE guidance Keeping children safe in education 2016 (KCSIE) and are in line with our local safeguarding children board (LSCB).
This policy applies to all staff, parents, volunteers, visitors and to pupils on and off the School site whilst they are the responsibility of the School. A child is defined as an individual up to the age of 18. This policy is posted on the school website and available on request.

2. Aims

i) To practise safe recruitment in checking the suitability of staff and volunteers to work with children
ii) To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
iii) To establish a safe environment in which children can learn and develop.
iv) To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
v) To support children who have been abused in accordance with his/her agreed child protection plan.
vi) To ensure that children on the school register, of compulsory school age do not miss out on parts of their education through continuous absenteeism.

We recognise that teachers are well placed to observe the outward signs of abuse. The school will create a positive ethos amongst the staff so that we can:

i) Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
ii) Ensure children know that there are adults in the School whom they can approach if they are worried

iii) Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the LSCB and take into account the guidance 'Working Together to Safeguard Children' (2015) in order to:

i) Ensure that we have a designated safeguarding lead (DSL) for child protection who has received appropriate training and support for the role.
ii) Ensure that every member of staff and volunteer knows the name of the DSL and their role.
iii) Ensure that every member of staff and volunteer understand their responsibilities in being alert to signs of abuse and responsibility for referring any concerns to the DSL
iv) Develop links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
v) Keep written records of concerns about children, even where there is no need to refer the matter immediately
vi) Ensure all written records are kept securely, separate from the main pupil file, and in a locked location.
vii) Develop and follow procedures where an allegation is made against a member of staff or volunteer.
viii) Ensure safe recruitment practices are always followed
ix) Ensure that parents have an understanding of the responsibility placed on the School and staff for child protection.
x) Ensure that pupils who have been abused are supported in line with the child protection plan.
xi) Ensure that the child welfare office of the appropriate Local Authority is informed of any unexplained absence of two days for pupils with a CP plan and ten consecutive days for others
xii) Ensure that information is passed to relevant bodies, especially when a pupil moves School
xiii) Ensure that we shall report any school leavers to the Local Authority (see Children Missing Education guidance).

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The proprietor will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Children with special educational needs and disabilities

Children with Special Educational Needs and disabilities (SEND) can provide additional safeguarding challenges. The proprietor will ensure their overarching safeguarding and child protection policies reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
• children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
• communication barriers and difficulties in overcoming these barriers.

The child's wishes
Where there is a safeguarding concern the proprietor and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback.

The proprietor should ensure that staff members do not agree confidentiality and always act in the best interests of the child

Children missing education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. See Appendix 3 for procedures for recording and reporting absences. Note that some requirements are new as from 5 September 2016.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

3. Roles and responsibilities

3.1 The role of the proprietor

i) To ensure that effective safeguarding policies and procedures are in place and implemented, including for: child protection and code of conduct for staff
ii) To ensure that the school has appropriate safeguarding responses to children who go missing from education.
iii) To ensure that safe recruitment procedures are followed and that all appropriate checks are carried out on all staff.

iv) To ensure that the DSL has undergone regular inter-agency training.
v) To provide sufficient resources to enable appropriate training to be given to all staff at regular intervals
vi) To ensure that the Safeguarding Policy and procedures are consistent with London Safeguarding Children Board (LSCB) and more specifically Barnet LSCB requirements and are reviewed annually; to utilize the expertise and experience of staff when shaping safeguarding policies
vii) To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the LSCB.
viii) To ensure that the school has procedures for dealing with allegations of abuse by pupils against pupils that comply with the LSCB.
ix) To ensure that pupils are taught how to keep themselves and others safe.
x) To ensure IT systems have search word search filters installed to guard against the risk of any inappropriate internet activity; and that s5taff and pupils are appropriately trained in e-safety; to provide parents with the information they need to keep their children safe at home when using electronic devices.
xi) To ensure that the curriculum provides pupils with opportunities to build resilience to radicalisation, challenge extremist views and terrorist activities, and develop a commitment to British values; to be alert to any sign of radicalisation in staff and pupils and take appropriate action.
xii) To see that any deficiencies are remedied at once.
xiii) To carry out an annual safeguarding audit to evaluate the effectiveness of policies and procedures and their impact on pupils' welfare and well-being.

3.2 The role of the Headteacher

i) To understand procedures set out by the LSCB and the role of the DSL.
ii) To ensure that the Safeguarding Policy and procedures are implemented and followed by all staff and concerns are handled sensitively and in procedures.
iii) To ensure that all temporary staff and volunteers are made aware of the School's arrangements for safeguarding children.
iv) To monitor the effectiveness of the policy and procedures.
v) To ensure that the DSL receives sufficient support, training, time and resources to carry out his role effectively.
vi) To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions.
vii) To be aware of any off-roll notification should there be safeguarding concerns and to follow this up if applicable, with the local borough safeguarding team.
viii) To create a safe environment and a caring ethos within the School and so ensure that all pupils are kept safe in all circumstances.
ix) To make parents aware of the school's Safeguarding and Child Protection Policy
x) To ensure that pupils' safety and welfare is addressed through the curriculum and related policies (Anti-bullying, Behaviour, Equal Opportunities, PSHE, Acceptable use).

3.3 The role of the DSL

The DSL is always a senior member of staff and generally the person to whom anyone working in the school is required to report instances of actual or suspected child abuse or neglect.
The three broad areas of responsibility of the Designated Safeguarding Lead are:

Managing Referrals

i) To be responsible for referring cases of suspected abuse or allegations to the local authority children's social care. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing.
ii) To report concerns under Prevent duties to the local prevent team or the Channel programme.
iii) To inform the Disclosure and Barring Services in cases where a person is dismissed or left due to risk/harm to a child.
iv) To inform the police in cases where a crime may have been committed; this includes reporting cases where FGM (female genital mutilation) appears to have been carried out on girls under the age of 18.
v) To act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Lead Officer for Education Services or the Child Support Services Duty Manager. Alternatively anonymous advice can be obtained from the NSPCC helpline (0800 800 5000)
vi) To keep detailed, accurate, secure written records of concerns and referrals.
vii) To report to the local authority any pupil who fails to attend school regularly, has been absent, without any explanation 10 consecutive school days.

Training

i) To keep up to date with training at least annually in identifying and referring suspected cases of abuse and pass new information to staff.
ii) To understand the assessment process for providing early help and intervention
iii) To have a working knowledge of how local authorities conduct a child protection case conference and be able to attend and contribute to these effectively when required to do so.
iv) To develop effective links with relevant statutory and voluntary agencies and to be the first point of contact for outside agencies who are pursuing Child Protection Investigations.
v) To be alert to the specific needs of children in need, those with special educational needs and young carers
vi) To obtain access to resources and attend any relevant or refresher training courses
vii) To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
viii) To ensure each staff member has received appropriate training to be refreshed at least once a year
ix) To keep a record of staff attendance at safeguarding training

x) To make staff aware of the requirement to 'self-declare' if there are any changes to their own criminal record or if there is a change in their personal circumstances which may affect the 'disqualification by association' criteria as listed in the DfE Disqualification under the Childcare Act 2006 statutory guidance of February 2015. They are also encouraged to sign up for the DBS update service to enable future status checks to be made.

Raising Awareness

i) To be familiar with and understand the DfE guidance 'Keeping Children Safe in Education' (2016), 'Working Together to Safeguard Children' (2015), LSCB procedures and DfE advice 'What to do if you're worried a child is being abused' (2015)
ii) To ensure that all staff and support teams (permanent, temporary or supply) sign to say they have read and understood the Safeguarding Policy and Part 1 of Keeping Children Safe in Education (2016)
iii) To promote in all staff the attitude concerning safeguarding that 'it could happen here'
iv) To ensure that all parent volunteers and working in school are aware of the School's Safeguarding Procedures
v) To ensure each staff member are aware of and have access to the school's Safeguarding Policy
vi) To ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
vii) To carry out a risk assessment, in line with Prevent guidelines for pupils and staff who may be in danger of radicalisation
viii) To ensure the Safeguarding Policy is available publicly
ix) To ask previous schools for details of any safeguarding issues for children new to the School
x) Where children leave the school to ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

3.4 The role of the teacher

i) To be aware of the contents of the Safeguarding Children policy and procedures and the identity of the DSL
ii) To be familiar with Part 1 of KCSIE 2016 and sign that it has been read and understood
iii) To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between pupils
iv) To help pupils understand how to keep themselves safe and manage risk through PSHE discussions and through all aspects of school life
v) To foster a culture of trust between adults who work at the school and children who attend it
vi) To undertake training to identify and be alert to possible causes or symptoms of abuse

vii) To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups
viii) To build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
ix) To be alert of persistent absenteeism of any pupils and report concerns to the DSL should it be felt there may be safeguarding concerns
x) To be aware of and act upon the mandatory duty to report cases of FGM to the police
xi) To be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure.

4. Child Protection Procedures

Recognising indicators of abuse

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

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Staff in schools are uniquely placed to observe outward signs of abuse, unexplained changes in behaviour or failure to develop. Children who are victims of abuse often display emotional and behavioural difficulties. Staff must be familiar with the types and signs of abuse, described in *What to do if you are worried a child is being abused-Advice for practitioners* and in KCSIE. Staff should also be aware that children with special educational needs may be especially vulnerable to abuse and, therefore, extra care should be taken to correctly interpret apparent signs of abuse or neglect.

Appendix 1 of this Policy lists some of the types of abuse with which staff should be familiar.

All members of staff should be aware of the four key steps to follow to help identify and respond appropriately to possible abuse and/or neglect:

i) Be alert – to be aware of signs of abuse and neglect and to understand the procedures set out in local multi-agency safeguarding arrangements
ii) Question behaviours – to be aware if something seems unusual and try to speak to the child alone, if appropriate to seek further information
iii) Ask for help – discuss concerns with the Designated Lead
iv) Refer – make a referral to the LSCB. This would usually be made by the Designated Lead but can be made by any practitioner.

It may not always be appropriate to go through all four stages sequentially. If a child is in

imminent danger or is at risk from harm the matter should be referred to children's social care and/or the police.

Dealing with a Disclosure

If a child reports, following a conversation you have initiated or otherwise, that they are being abused or neglected the following procedure should be followed:

i) Listen to the pupil, take their allegation seriously and reassure them that you will take action to keep them safe.
ii) Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
iii) Do not guarantee confidentiality; referrals may have to be made in order to safeguard the pupil
iv) Ensure that any questions that need to be asked to clarify understanding are as open as possible and do not lead the pupil.
v) Report orally to the designated teacher as soon as possible but certainly on the same day. If the DSL is not available, report to the Deputy DSL.
vi) Keep any suspicions confidential and not discuss them with anyone other than those mentioned above
vii) Make a written note of the discussion as soon as possible and at least within 24 hours to give to the Designated Lead. Note time, date, place, people present and what was said. Records should be verbatim; the notes may be needed in subsequent court proceedings. All notes should be signed.
viii) Teachers are not required to investigate further, but may be required to support or monitor the pupil in the future.
ix) Members of staff have the right to contact the child protection agencies independently if it is felt that the school has not responded appropriately to concerns.

The contact details for the LSCB are:
Multi Agency Safeguarding Hub (MASH), on **020 8359 4066**

The MASH operates Monday–Thursday 9am to 5.15pm and 9am to 5pm on Fridays. Outside of these hours care and welfare concerns about children and young people that require an immediate response should be reported to the Emergency Duty Team on **020 8359 2000**. Where an emergency response is required, at any time, the police should be called.

In Barnet you can get advice and guidance from the LADO (Local Authority Designated Officer) by contacting the MASH on **020 8359 4066***.*

Referrals

Normally, when there are Safeguarding concerns, the DSL will contact parents before making a referral to Children's Social Care Services. However, there are some exceptions; see below.

Physical injury, emotional abuse or neglect

i) The DSL will contact Children's Social Care Services. If there has been a deliberate injury or where there are concerns about the child's safety, the child's parents should not be contacted before first consulting with social services.
ii) Where emergency medical attention is necessary it will be sought immediately. The DSL should inform the doctor of any suspicion of abuse.
iii) If a referral is being made without the parent's knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
iv) If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested.
v) If a pupil is known to be or become a victim of FGM (Female Genital Mutilation) or there are signs that a pupil may be victim of forced marriage, the DSL should be consulted, whom will contact the Social Services and the police if necessary.
vi) If a pupil shows signs of radicalisation and seems to be attracted to extremism the DSL should be consulted, who will contact the Local Prevent team or refer to the Channel programme if necessary.

Sexual abuse

i) The DSL will contact Children's Social Care Services or Police Child Protection Team.
ii) The DSL will not speak to the parents.
iii) Under no circumstances should the DSL or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse.

The role of the DSL is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies.

Refer to Appendix 1 for specific safeguarding issues that include: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse, trafficking.

Note: staff must be alert to signs of FGM, CSE, forced marriage, faith abuse and radicalisation and discuss their concerns with the DSL as soon as possible.

Prevention

The school will adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are

difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

i) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
ii) Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
iii) Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help.
iv) Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
v) Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Disclosure and Barring Service (DBS; DBS website: www.homeoffice.gov.uk/agencies-public-bodies/dbs).
vi) Ensure those responsible for recruitment e.g. Proprietor/Headteacher have successfully completed the recommended Safer Recruitment training and that other members of staff, if involved in leading on recruitment, have successfully completed the training.
vii) Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents and follow the codes of conduct in the Guidance Safe Working Practice for the Protection of Children and Staff in Education Settings, September 2009.

Dealing with allegations of abuse against staff

If any allegation of abuse is made against a member of staff, the LSCB procedures will be followed and we shall have regard to the guidelines on practice and procedure given in Part 4 of the DfE statutory guidance 'Keeping Children Safe in Education (2016).

Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:

i) Behaved in a way that has harmed a pupil, or may have harmed a pupil.
ii) Possibly committed a criminal offence against or related to a child.
iii) Behaved towards a pupil or children in a way that indicates that he or she would pose a risk of harm if they work regularly or closely with children.

The procedures for dealing with allegations need to be applied with common sense and judgement. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.

Refer to Appendix 4 for further details.

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and that the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on GOV.UK.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Training

i) All newly recruited staff (teaching and non-teaching and including visiting peripatetic members of staff) are given in-house training on safeguarding issues as part of their induction, covering how to identify and respond early to the needs of all vulnerable children
ii) Refresher courses are organised in school at least once a year to ensure that everyone develops the knowledge and skills required to fulfil their responsibilities
iii) Training is provided about the duty to 'prevent terrorism', using the 4 main themes from The Prevent Duty – Risk Assessment, Working in Partnership, Staff Training, IT Policies
iv) The Designated Safeguarding Leads undertake formal training including inter-agency work every two years and update their knowledge and skills at least once a year to keep up to date with developments. They are encouraged to attend network meetings and external courses, as well as read relevant materials and case reviews.
v) At least one person in each recruitment process has had "Safer Recruitment" training
vi) A record is kept of staff training, including type of training and dates.

Dealing with allegations of abuse against other children (Peer on Peer Abuse)

The management of children and young people with sexually harmful behaviour is complex, and the headteacher/DSL will work with other relevant agencies to maintain the safety of the whole school community.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Developmental sexual activity is judged to be behaviour that is expected from children and young people as they grow up, and is characterised by mutuality and the seeking of consent.

The school judges sexual behaviour to be "inappropriate" either socially or developmentally. In determining whether behaviour is inappropriate, the school will take into account any negative effects on the parties involved, and any concerns it raises. The policy says:

It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc.

It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

"Abusive sexual activity" is defined as behaviour involving coercion, threats, aggression and secrecy, or where the power balance between those involved is unequal.

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. There are many adults to whom pupils can turn when they need help or support, and notices to this effect are displayed prominently in boarding.

If an allegation of abuse is made about another child it should be reported directly to the Headteacher/DSL who will consult with the Duty Social Work service for the borough, and follow guidelines as laid out in our Anti-Bullying Policy and general safeguarding guidelines .

Safety and security in school

Entry to school premises is controlled by secure doors, constant staff supervision or video surveillance. Authorized visitors are logged in and out of the premises. Unidentified visitors will be challenged by staff or reported to the Head or School Office.

The presence of intruders and suspicious strangers loitering near the school will be reported to the Police and the LA so that other schools can be alerted.

No internal doors to classrooms will be locked while pupils are present. All teaching rooms will have clear, unobstructed glass panels in the doors. Male teachers will leave the classroom door open when teaching girls only and vice versa for female teachers.

Members of staff who work with children on a one to one basis are made particularly aware of policies and procedures with regard to safeguarding as the nature of their work means they are more vulnerable to allegations made against them or a pupil may see their individual lesson time as a private opportunity to make a disclosure. See Appendix 1

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential trips and work related activities, we will check that effective safeguarding arrangements are in place.

It is the responsibility of the proprietor to vet the organisations wishing to use the school premises outside school hours to ensure that he is not unwittingly letting the premises to groups promoting extremist views or involved in criminal activities.

First Aid and Medical Plans

Except in cases of emergency, first aid will only be administered by qualified first aiders. All first aid treatment will be recorded and where significant will be shared with parents at the earliest opportunity.
Children requiring regular medication or therapies for long term medical conditions will be made the subject of a medical plan that has been agreed with parents.

Contractors

Building contractors who work on the school site will be made aware of this policy. Long-term contractors who work in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the SLT deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors and their employees to have direct access to pupils in non-teaching times.

Confidentiality and information sharing

Refer to DfE guidance Information sharing, Advice to practitioners, March 2015.

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

i) All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
ii) If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
iii) Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
iv) Staff/volunteers should note that the Data Protection Act 1998 does not prohibit the collection and sharing of personal information. It does, however, provide a framework to ensure that personal information about a living individual is shared appropriately.

Monitoring and evaluation

Our Safeguarding, Child Protection Policy and procedures will be monitored and evaluated by:

- Proprietor termly visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance and behaviour data
- Scrutiny of range of risk assessments
- Scrutiny of minutes of staff meetings, records of concerns and safeguarding records
- Logs of bullying/racist/behaviour incidents for SLT and proprietor to monitor
- Termly reviews of procedures aimed at safeguarding children in various circumstances
- Review of parental concerns and parent questionnaires
- Annual full safeguarding audits by the proprietor

References

This policy has been informed by and complies with

i) DfE statutory guidance 'Keeping Children Safe in Education (September 2016),
ii) DfE advice 'The Prevent Duty' (2015) from The Counter-Terrorism and Security Act (2015)
iii) DfE 'What to do if you're worried a child is being abused' (March 2015)
iv) DfE guidance 'Working Together to Safeguard Children' (March 2015)
v) DfE guidance 'Multi-agency statutory guidance on female genital mutilation' (April 2016)
vi) Children missing education September 2016
vii) Ofsted Inspecting safeguarding in early years, education and skills settings.

See also: Anti-bullying Policy, Behaviour Policy, Complaints Policy, E-Safety/Acceptable use Policy, Whistleblowing Policy, Safe Recruitment Policy, Code of Conduct for Staff, First Aid, Health and Safety and EYFS-specific policies and procedures, PSHCE policy

Appendices
Appendix 1: Definitions and signs of abuse
Appendix 2: Working with children one-to-one
Appendix 3: Children missing education
Appendix 4: Managing allegations of abuse made against staff
Appendix 5: Indicators of vulnerability to radicalisation
Appendix 6: Children staying with host families
Appendix 7: Useful references and organisations

Review date: March 2019 Mr F Adak

SAFEGUARDING POLICY APPENDIX 1
Definitions and signs of abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Definitions

There are four types of child abuse. They are defined in the DfE Statutory Guidance 'Keeping Children Safe in Education' as follows:

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

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

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

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

child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

of which staff should be aware are: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse, trafficking.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and call the Contact centre.

Children Sexual Exploitation (CSE)

In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;

ƒ non consensual sex is rape whatever the age of the victim; andƒ if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed;

- Child sexual exploitation doesn't always involve physical contact and can happen online or through the use of mobile phones.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

Where CSE is suspected, the DSL should discuss concerns with the LADO who will decide whether to proceed to a referral and assessment.

Domestic Abuse

Domestic abuse represents one quarter of all violent crime.
How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

> To talk through your concerns call the Barnet Domestic Violence and Violence against Women and Girl's Co-ordinator, North London Business Park (NLBP), Oakleigh Road South, London N11 1NP, Tel: 020 8359 5625, Email: DV&VAWGCoordinator@Barnet.gov.

Signs

Details of understanding and identifying abuse and neglect can be found on pages 5 – 10 of the HM Gov non-statutory advice for practitioners 'What to do if you're worried a child is being abused' (March 2015).
www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2
Further information can be found in DfE Statutory Guidance 'Keeping Children Safe in Education.
www.gov.uk/government/publications/keeping-children-safe-in-education--2

SAFEGUARDING POLICY APPENDIX 2
Working with children one – to – one

Working with children in one to one situations requires additional safeguards to be in place. Adults working in one to one settings are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.
Teachers also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Principles (from Safer Working Practice guidance 2009)

i) The welfare of the child is paramount
ii) It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
iii) Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.
iv) Adults should work and be seen to work, in an open and transparent way.
v) The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.

Working arrangements

i) A teacher must carefully consider the needs and circumstances of the child when in one to one situations
ii) It is advisable to leave the door of the classroom open when working in a one to one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.
iii) In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open.
iv) If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager.

Confidentiality

i) Teachers have a duty to report any concerns regarding a child's welfare
ii) Teachers must be aware of the contents of the Safeguarding Children Policy and the name of The DSL
iii) If a child discloses any information about abuse, the teacher must not ask leading questions or promise confidentiality
iv) All concerns must be recorded, dated and signed

SAFEGUARDING POLICY APPENDIX 3
Children missing education

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.
Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

SAFEGUARDING POLICY APPENDIX 4
Managing allegations of abuse made against staff

This guidance relates to members of staff who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

In response to an allegation all other options should be considered before suspending a member of staff: suspension should not be the default option. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons.

A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the Head, unless the Head is the one against whom the allegation is made. An allegation against the Head or the DSL should be reported to the Principal. An allegation against the Principal should also be reported to the Head or the MASH team.

Many cases may not warrant the consideration of either a police investigation or enquiries by the LSCB. In these cases local arrangements should be followed to resolve cases without delay. However some rare allegations will be so serious they require immediate intervention by the LSCB, in which case the following guidelines are followed:

i) The Principal/Head should consult the DSL in the first instance to discuss the nature, context and extent of the allegation and agree on a course of action
ii) The DSL should then contact the local authority Safeguarding Children Referral and provide written details of the allegation, signed and dated, from the person who received the allegation (not the pupil).
ii) The DSL should record any information about dates, times, locations and names of potential witnesses.
iii) An initial assessment of an allegation should be made by the duty officer and the DSL to judge whether there is need for immediate action to protect the pupil, the allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.
iv) The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer(s) what action should follow both in respect of the individual and those who made the initial allegation.

v) Where a referral is made because the pupil has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCB procedures will be followed. The local authority will be informed of all allegations and be invited to

discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware).

vi) The case manager will inform the accused person about the allegation

vii) If the allegation is not false or unfounded and there is cause to suspect a pupil is suffering, or likely to suffer significant harm, a strategy meeting will be convened

vii) Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be taken into account if the allegation is about physical contact.

viii) The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.

ix) In cases where other interagency involvement is not required, the LADO will discuss with the DSL and Head what steps to take. The Principal/Head may decide to take no further action, to dismiss the person or not to use that person's services in the future.

x) Where further investigations are required before deciding how to proceed, the Head will decide, with the LADO, who will investigate; this may be an independent investigator provided by the Local Authority.

xi) The Principal/Head and DSL will make the decision whether or not to suspend, given the risk to the pupil and where the allegations warrant investigation by police, as advised by the LADO.

xii) Outcomes of allegations against members of staff may be defined as Substantiated, False, Malicious, Unfounded or Unsubstantiated.

xiii) If the allegation is substantiated, the person is dismissed or the school no longer uses his/her services, then the LADO will discuss with the school whether a referral should be made to the DBS

xiv) If the person is considered unsuitable to work with children, a report will be made to the Disclosure and Barring Service (DBS) within one month of their leaving the school.

xv) If an allegation is not substantiated and the person returns to work, the school will support that person through offering for example, a phased return or a mentor.

xvi) Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded, or malicious should not be referred to in employer references

Part 4 of KCSIE should be read carefully and followed should cases arise, including as to managing the exit arrangements.

SAFEGUARDING POLICY APPENDIX 5

INDICATORS OF VULNERABILITY TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

> Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of

grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Refer to

The Prevent Duty for further details.

SAFEGUARDING POLICY APPENDIX 6

Children staying with host families

Private fostering and educational institutions

Schools and colleges quite often make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. This might happen, for example, but not only, as part of a foreign exchange visit or sports tour. Such arrangements could amount to "private fostering" under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. The following paragraphs are not intended to be a comprehensive guide to all the circumstances in which private fostering may arise, but only to those situations which might arise for schools and colleges through the normal course of their activities in promoting learning activities for children.

DBS check request by a regulated activity provider

Where a private fostering arrangement is made by a school or college or a third party (such as a language school) and the school, college or third party has the power to terminate the arrangement, then it could be the regulated activity provider for the purposes of the Safeguarding Vulnerable Groups Act 2006.89 A regulated activity provider will be committing an offence if they allow a person to carry out a regulated activity whilst barred and they know or have reason to believe that the person was barred.90 Where the school or college is the regulated activity provider, it should request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child's parents and the host parents and in these circumstances the school or college will not be the regulated activity provider.

LA notification when private fostering is discovered

Where schools and colleges have not been involved in making the arrangement but a member of staff or volunteer at a school or college becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated senior person for child protection. The school or college should notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child. If the school or college has any reason to believe that the third party is failing to undertake a statutory duty they should notify the police. 91 ,92

Schools and colleges arranging for their children to stay with families overseas should be aware that the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. Schools and colleges should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. If they wish, local authorities and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country.

SAFEGUARDING POLICY APPENDIX 7

Useful references and organisations

- London Safeguarding Children Board www.londonscb.gov.uk
- 'What to do if you're worried a child is being abused.' Published by DFES 04320-2006
- National Society for the Protection of Children www.nspcc.org.uk
- Kidscape www.kidscape.org.uk
- Stonewall www.stonewall.org.uk
- The Safe Network www.safenetwork.org.uk
- Child Line 0800 11 11 www.childline.org.uk
- Guidance for Safer Working Practice for Adults who work with Children and Young People in
- Education Settings. March 2009
- Barnado's www.barnados.org.uk
- www.horsesmouth.co.uk Mentoring site where users can give and receive confidential advice.
- http://www.thehideout.org.uk/

Below is a selection of useful teaching resources on domestic abuse/violence for schools

- 'Is this Love?' Lesson plans and guidance for schools
- http://www.devon.gov.uk/adva-education-pack.pdf
- Respect Training Resources for primary and secondary schools – developed in Scotland but an excellent resource for use in all schools. www.zerotolerance.org.uk
- 'Stop Hitting Mum' – Children talk about domestic violence (2003) Mullender A, et al Young Voice.
- 'Hitting and Hurting – Living in a Violent Family' Pickering, F (2000) The Children's Society.
- 'Child protection and domestic violence' Mullender A, Dobbonair T (2000) Venture Press.
- The Woman who Walked Into Doors, Roddy Doyle, Random House (1997).

- Children's Perspectives on Domestic Violence, Mullender A, Hague G, and Regan L (2002), Sage