



Safeguarding Children and Child Protection Policy and Procedures (Includes Disqualification & Barring Service 'DBS' and Vetting Policy)

**St. John's CE Primary School
Friern Barnet N11**

1. INTRODUCTION

Key safeguarding and child protection school staff and governors are listed below:

Role	Name	Contact details
Head Teacher	Macci Dobie	idobie@stjohnsn11.barnet.sch.uk
Designated Safeguarding Leads including Prevent Lead	Macci Dobie Claire Horne Stacey Man	idobie@stjohnsn11.barnet.sch.uk chorne@stjohnsn11.barnet.sch.uk sman@stjohnsn11.barnet.sch.uk
Data Protection Leads	Macci Dobie	as above
Chair of Governors	Tony Vourou	office@stjohnsn11.barnetmail.net
Safeguarding governor	Anthony Kuti	office@stjohnsn11.barnetmail.net
Data Protection Officer	Adam Rynhold (school governor)	office@stjohnsn11.barnetmail.net

Contact Details

- Barnet LADO (Local Authority Designated Officer): Rob Wratton
Rob.Wratton@Barnet.gov.uk
- Barnet Safeguarding Children's Partnership: www.thebarnetscp.org.uk
- How to contact the MASH:
- Multi Agency Safeguarding Hub) Email: MASH@barnet.gov.uk or
Tel: 020 8359 4066
- NSPCO whistleblowing helpline – 0800 028 0285

Outside of these hours you should report any concerns that need an immediate response to our emergency duty team on 020 8359 2000.

Posters of the Designated Safeguarding Team members can be found in each classroom and in common areas around the school.

Concerns must be raised with DSLs and reported using the online safeguarding suite 'MyConcern'

AIMS AND OBJECTIVES OF THE SAFEGUARDING AND CHILD PROTECTION POLICY

Safeguarding - definition:

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

The terms “**children**” and “**child**” refer to anyone under the age of 18.

The Legal Framework for Safeguarding:

The Children Act 1989 recognises four categories of children:

- Those who do not require additional support from the state
- Children in need
- Children in need of protection
- Children who need to be looked after

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2024) 'Keeping children safe in education 2024'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

The aim of this policy is:

- to safeguard and promote the welfare of the children in our care
- to inform staff, parents and carers, volunteers and governors about the school's responsibilities for safeguarding children
- to enable everyone to have a clear understanding of how these responsibilities should be carried out
- to establish and maintain an environment where children feel secure, are encouraged to talk and are listened to when they have a worry or concern
- to be mindful that vulnerable groups may not be able to verbalise easily what has happened to them (SEND; LAC; Fostered/Adopted...)
- to ensure children know that there are adults in the school who they can approach if they are worried
- to ensure that there are opportunities in the PSHE syllabus to develop the skills that children need to recognise risks and dangers and stay safe from abuse. This will be achieved by:
 - Continuing to develop awareness among staff of the need to be vigilant regarding safeguarding and child protection issues and their responsibilities in identifying abuse
 - Annual safeguarding and child protection training for all staff
 - Ensuring that all staff are aware of referral procedures within the school
 - Monitoring children who have been identified as 'at risk'
 - Ensuring that outside agencies are involved where appropriate
 - Ensuring that child protection and safeguarding are integrated within the curriculum especially via PSHE
 - Creating an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to

School Staff and Volunteers:

All school staff and regular volunteers are well placed to observe outward signs of neglect, abuse, changes in behaviour and failure to develop, because they have daily contact with children.

Adults must be aware of the important role the school has in the early identification of the signs and symptoms of physical, emotional, sexual abuse or neglect, and the appropriate referral process within St. John's CE Primary School. Signs of abuse are outlined in point 13 of this document.

Training

The SLT will ensure that all staff receive regular safeguarding and child protection training in-line with recommended good practice.

Disclosure and Barring Service (DBS) & Vetting Policy

The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged to become the Disclosure and Barring Service. CRB checks are now called DBS checks. The school will require all adults employed or volunteering (on a regular basis and working in an unsupervised capacity) to have the appropriate clearance to work with children. Vetting procedures comply with local and national expectations.

Vetting procedures are administered by a member of the administrative team. The process is overseen by the Head Teacher and the Designated Safeguarding Governor, and reviews of the single central record are undertaken regularly (at least termly) throughout the school year.

Staff Suitability

The school complies with current legal requirements for ensuring staff suitability to work with children.

The Governing Body

The governing board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance '[Working Together to Safeguard Children](#)'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read Annex A of KCSIE.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.

- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.

- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

2. STATUTORY FRAMEWORK

The Safeguarding Vulnerable Groups Act 2006 introduced a new vetting and barring scheme for all those working with children and young people from 2008.

The new guidance document "[*Safeguarding Children and Safer Recruitment in Education*](#)" is a consolidated version of earlier guidance material.

- It looks at the recruitment and selection processes, recruitment and vetting checks, and duties for safeguarding and promoting the welfare of children in education.

St. John's School has used this guidance to review and, where appropriate, modify our practice and procedures for safeguarding children, and also for dealing with allegations of abuse made against teachers and education staff.

'[*Working Together to Safeguard Children*](#)' guidance sets out how individuals and organisations should work together to safeguard and promote the welfare of children. The guidance is addressed to all practitioners who have particular responsibilities for safeguarding and promoting the welfare of children.

Staff must also refer to 'Keeping Children Safe in Education,' statutory guidelines for schools and colleges (part 1), latest publication 2024 (KCSiE 2024). Staff must ensure

that they are familiar with this document. This is a professional obligation and expectation. The document is shared in staff meetings and placed on Google Drive for easy reference by all staff. Staff sign to show they have been part of the training process and are familiar with the contents of the document.

Roles and responsibilities

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- Empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- Avoid victim-blaming attitudes, and challenge it in a professional way if it occurs.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.

- All staff should be aware of the NSPCC Whistleblowing helpline if needed: 0800 028 0285

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

The headteacher has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

3. THE DESIGNATED STAFF

It is the role of Designated Staff for safeguarding and child protection to:

- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the Safeguarding Children Procedures and know 'What to do if you're worried a child is being abused'
- Ensure that the appropriate information, training and support is given to all staff
- Ensure that the Designated Safeguarding Team is kept fully informed of any concerns
- Develop effective working partnerships with other agencies and services
- Decide with the Head Teacher whether to take further action about specific concerns (e.g. refer to Children's Services Social Care team)
- Liaise with the social care team over suspected cases of child abuse or neglect
- Ensure accurate records relating to individual children are kept separate from academic files in a secure place and marked 'strictly confidential.' Since October 2018 the school has used 'MyConcern,' specialist child protection and safeguarding software which enables staff to report and monitor incidents using a secure, cloud based system
- Submit reports to, and ensure the school's attendance at child protection conferences
- Ensure that the school effectively monitors children about whom there are concerns
- Provide guidance for parents and carers, children and staff about obtaining suitable support
- Raise staff awareness and confidence when responding to or managing safeguarding and child protection issues and to ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible.
- Work with Governors with responsibility for child protection in order to inform the Governing Body of the effectiveness of the school's policy.
- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

4. SCHOOL PROCEDURES

If any member of staff or volunteer is concerned about a child she/he must inform the designated member of staff.

The member of staff or volunteer must record information regarding the concerns or a disclosure on the same day. The recording must be clear, precise and factual. Staff have been trained to report and record concerns using our new safeguarding and child protection system, 'MyConcern.'

The designated member of staff will, in consultation with the Head Teacher, decide whether the concerns should be referred to The Children's Service. If it is decided to do so, this will be done with prior discussion with the parents/carers, *unless to do so would place the child at further risk of harm.*

Worried about the safety of a child: Childrens' Services and MASH (Multi-Agency Safeguarding Hub)

If you believe a child is at risk of immediate harm, call the Police on 999.

If you feel you have urgent welfare concerns about children or young people that require an immediate response, the DSL will phone the Multi-Agency Safeguarding Hub (MASH) on 020 8359 4066. The MASH team is available Monday to Thursday 9 am to 5.15 pm and Friday 9 am to 5 pm.

nb. see appendix 2: Safeguarding Reporting Process

If the concern relates to inappropriate contact via communication technologies should/should consider:

- Contacting the parents or guardians
- Advising the child how to terminate the communication and save all evidence
- Contacting CEOP (Child Exploitation and Online Protection Centre)

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

- The involvement of police and social services
- Informing the L.A. on-line safety officer

Particular attention will be paid to the attendance and development of any child about whom the school has concern, or who has been made subject of a child protection plan.

If a child who is / or has been on the Child Protection Register changes school, the designated member of staff will inform the social worker responsible for the case, and, when appropriate, transfer appropriate records to the receiving school in a secure manner, to a named person and separate from the child's academic file. If the child goes abroad the L.A. must be informed.

Allegations against school staff.

Teachers must protect themselves especially when meeting on a one to one basis with students and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. Teachers who hear an allegation of abuse against another

member of staff should report the matter immediately to the Head Teacher so that ACPC and DFEE circular 10/95 procedures can be followed. If the allegation is against the Head Teacher it should be taken directly to the Chair of Governors.

5. WHEN TO BE CONCERNED

All staff and volunteers should be concerned about a child if s/he:

- Is being contacted by someone using communication technologies (such as social networking sites) to make inappropriate contact with them
- Has any injury not typical of the bumps and scrapes normally associated with child injuries
- Regularly has unexplained injuries
- Frequently has injuries, even when reasonable explanations are given
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age
- Discloses an experience in which he/she may have been significantly harmed
- Is unusually attention seeking or hyperactive
- Has unusually poor attention
- Appears to be frightened of parents or family members
- Exhibits an abnormal attachment with their parent
- Attaches themselves indiscriminately to adults
- Is hyper alert
- Exhibits reduced response
- Has nightmares
- Is anxious/irritable
- Has abdominal pain/headaches
- Has poor self esteem
- Acts in an inappropriate way
- Self harms or has an eating disorder
- Makes frequent visits to the toilet/has pain when urinating/has urinary infection
- Reluctantly changes for PE
- Fails to thrive
- Has poor hygiene
- Frequently has skin infections/head lice
- Has untreated health and dental issues
- Frequent absence from school/repeated lateness

DEALING WITH DISCLOSURES OF ABUSE

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- stay calm and be available to listen
- listen with the utmost care to what the child is saying
- question normally without pressurising
- don't put words into the child's mouth but note the main points carefully
- keep a full record – date, time, what the child did, said, etc
- reassure the child and let them know they were right to inform us
- inform the child that this information will now have to be passed on
- immediately inform the Designated Teacher, or when absent, a member of the Designated Safeguarding Team.

For types of child abuse and their symptoms please refer to point 13 of this policy.

MONITORING AND RECORD KEEPING

It is essential that accurate records be kept where there are concerns about the welfare of a child. These records should be uploaded to 'MyConcern.' Although the preferred practice is for parents to be informed of and agree to any referral being made (unless it relates to Sexual Abuse), it is important to recognise that regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to child protection.

Staff must keep the Designated member of staff and/or Head Teacher 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 about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil on pupil 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.

NB Any referral to Social Services by telephone must be confirmed with the specified written form and a copy kept on the confidential school file using 'MyConcern.' The appropriate Education Welfare Officer (E.W.O.) for the LA should also be notified of concerns and their advice sought in the first instance. A note must be made of the Duty Social Worker's name and the time at which the call is made. If parents have not been informed about (or if they have agreed to) the referral being made this must be reported to Social Services.

NB *A member of staff is able to make direct contact with Social Services if a Designated Team member is unavailable. They must follow the procedures above.*

Reports may be needed for child protection case conferences or the criminal / civil courts. Consequently records and reports should be:

- factual (no opinions)
- non-judgemental (no assumptions)
- clear
- accurate and relevant

COMMUNICATION

When recording, holding, using and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners.

- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children's social care or the Prevent program.

6. PROCEDURE AND RESPONSIBILITIES – ANY STAFF MEMBER

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure

Suspicion of abuse (if abuse is suspected but there has been no disclosure.)

1. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..."
2. Believe the child and reassure them that they were right to talk to you.
3. Record the facts of the conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
4. Report the suspicion to the designated member of staff responsible for child protection or the Head Teacher. They will then take the appropriate action.

Disclosure

If a child discloses that s/he has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said but do not apportion blame
- Allow the child to talk freely-ask only open questions e.g. "Tell me more about..." Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
- Stay calm and reassuring
- Do not make promises which might be impossible to keep. Tell the child that you will have to tell someone else who will be able to help – it might be necessary to refer to the case to Children's Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Establish details of full name, date of birth, address and names of parents/guardians.
- Pass information to Designated Staff without delay

Emergency Procedures

If the Designated Lead Teacher, or a member of the Designated Safeguarding Team, is not available, then a senior member of staff must be notified and reporting procedures followed. The Designated Governor Anthony Kuti can be contacted in the absence of other senior staff.

In the event that direct contact with Social Services is needed:

- Phone Barnet LA (83597698) and ask for the Senior Education Welfare Officer or
- Phone 020 8359 2000 ask for the duty social worker, Social Services
- Check to see if the family are known to social services
- Discuss the situation and ask for advice
- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents.
- Social services will contact the police as necessary.
- If action is taken, follow up the phone call with a referral form

7. SUPPORT AND TRAINING

Dealing with a disclosure from a child, and a child protection case in general is likely to be a stressful experience. The member of staff/volunteer should therefore consider seeking support for him/herself and discuss this with the Designated Lead Teacher and/or Head Teacher.

All staff will receive annual training and updates on safeguarding and child protection. Designated staff will attend regular training.

Child protection and safeguarding training will be reported on at full governing body meetings and at the Well-Being Governor's sub-committee.

Vulnerable children will be monitored regularly by the senior staff.

Any new staff will receive safeguarding and child protection induction from a DSL.

Volunteers will also receive safeguarding and child protection induction from a DSL when starting at the school.

New staff and volunteers will receive the information booklet 'Safeguarding and Child Protection' alongside their induction.

8. CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools:

- All staff in school, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies of The Children's Service and the police.
- If a child confides in a member of staff/volunteer and requests the information is kept secret, the member of staff/volunteer MUST tell the child sensitively that s/he has a responsibility to refer cases of alleged abuse for the child's own sake. The child should be reassured that the information will ONLY be disclosed to people who need to know.

Staff/volunteers who receive information about children and their families should share that information only within the appropriate professional contexts. Gossip and chat are strictly forbidden.

9. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

If an allegation of abuse is made against a member of staff/volunteer, the person receiving the allegation must take it seriously and immediately inform the Head Teacher.

They should also make a record of the concerns including noting anyone else who witnessed the incident/alleged incident.

If the concerns are about the Head Teacher, the chair of governors must be informed. Similarly, concerns must be shared with Local Authority and LDBS (London Diocesan Board for Schools) officers at the earliest opportunity.
Phone numbers LA: 0208 359 2000 / LDBS: 0207 932 1154

Staff should be aware of the NSPCC Whistleblowing helpline: 0800 028 0285

The Head Teacher will not investigate allegations against staff in the first instance or take written or detailed statements alone. S/he will assess whether it is necessary to refer to The Children's Service in consultation with the Child Protection School Liaison Officer, or Social Care Manager, whichever the LA decides. This is for the protection of the Head Teacher.

If the Head Teacher decides, after this consultation, that the allegation warrants further action s/he must immediately make the referral to Children's Services following the child protection procedures. The Chair of Governors and LDBS must also be informed, so that the Head Teacher can be supported through the process.

Under these circumstances the member of staff/volunteer against whom an allegation has been made should NOT be informed of the said allegation until further action is agreed with the LA Social Work Manager. It may be necessary to discuss appropriate steps to ensure other children are not at risk. The allegation will be investigated in accordance with the Local Authority's Safeguarding Children's Board procedures.

If it is decided that it is not necessary to refer the case to Children's Services, the Head Teacher will, in consultation with the LDBS adviser, decide whether there needs to be an internal investigation. The Head Teacher will follow the LDBS guidance to conduct this appropriately.

St. John's CE School's Safeguarding Policy underpins our commitment to ensuring every child is

- Safe
- Healthy and
- Able to enjoy and achieve

The policy is fully compliant with our duty under the Disability Act and the Equality Act 2007. It must also be used in conjunction with the school's other key policies, notably:

- Inclusion Policy & SEND Policy
- Behaviour Policy and Governors' Statement
- Anti Bullying Policy
- Race Equality Policy
- Whistleblowing Policy (including whistleblowing helpline)
- PSHE Policy
- Drugs Education Policy
- IT and On-line Safety Policy

- Sex and Relationship Education Policy
- Health and Safety Policy
- Restraint Guidance
- Radicalisation and Extremism Policy

10. PROVISION AND PUPIL AWARENESS

Children are regularly reminded about Safeguarding matters, and ways to keep themselves safe, throughout their day. Additional special focuses include theme days and special events; a nominated safeguarding item each term delivered through a variety of curriculum opportunities for example: Assemblies; I.T. (On-line Safety); Circle Time; PSHE (including Sex and Drugs Education); Health Education; Road Safety and Bikeability; Pupil Voice Councils; Police talks and Anti-Bullying days etc.

11. PARENTAL AWARENESS OF SAFEGUARDING

Parents will be informed about Safeguarding issues through a variety of means: the school newsletter; the Safeguarding and Child Protection policy; other safeguarding policies mentioned above, Information for Parents booklets- all of these are available for parents on the school web-site. The school will also provide Safeguarding briefings for parents and volunteers as required, including an invitation to take part in annual safeguarding talks alongside staff and pupils.

12. MONITORING AND EVALUATION

Child Protection and Safeguarding issues will continue to be a standing item on full Governing Body agendas and termly Well Being Committee agendas. The Designated Lead Teacher will report to the Well Being Committee through termly safeguarding updates, a Mid-Year Report and to the whole governing body via an Annual Safeguarding and Child Protection Statement.

It is the responsibility of the Designated Child Protection Governor to ensure the policy is reviewed and ratified annually

13. TYPES OF CHILD ABUSE AND THEIR SYMPTOMS

Child abuse can be categorised into four distinct types, i.e.

1. **Physical Abuse:**
2. **Sexual Abuse:**
3. **Emotional Abuse:**
4. **Physical Neglect:**
5. **Grave Concern/at risk** — this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four categories.

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. Each of the five categories will now be explored in more detail.

1. Physical Abuse:

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse are:

- **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.

2. Sexual Abuse:

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. Typical signs of Sexual Abuse are:

- 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 pre-occupation 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.
- 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.
- the drawing of pornographic or sexually explicit images.

3. Emotional Abuse:

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse.

4. Physical Neglect:

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomach aches, feeling unwell, and apparent anorexia can be associated with Physical neglect. However, typical signs of Physical Neglect are:

- **Underweight** — a child may be frequently hungry or pre-occupied 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.
- **Inadequately clad** - 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.

Physical neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Some parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

5. Grave Concern/at risk:

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour;

- the child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

6. The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self harming or suicidal behaviour;
- low self esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- a sudden change in school performance.

7. Signs of Parental Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.

OTHER SIGNIFICANT SAFEGUARDING AND CHILD PROTECTION ISSUES

Children Missing from 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 procedures for unauthorised absence.
Poor or irregular attendance should be reported to the LA and followed through by the EWO.

Pupils missing from Education: All schools must notify their local authority when they are about to remove a pupil. When removing a pupil's name, the notification to the local authority must include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.

All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This

duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

LGBTQ+ pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

RESTRAINT AND RESTRICTIVE INTERVENTION

Context

School staff have a duty of care to maintain reasonable order and discipline and to safeguard the health and safety of the children in their charge. All school staff in charge of pupils have a common law duty to act as any reasonably prudent parent to make sure that pupils are healthy and safe on school premises.

Physical control and restraint is only one form of behaviour management and should only be used when other techniques, such as distraction, de-escalation and conflict management have been exhausted, unless the situation requires urgent action. Wherever possible, pupils are spoken to in a firm, calm manner and asked to stop before being warned of the likelihood of physical control being used.

Physical intervention can take a variety of forms but must always be appropriate to the age, understanding and behaviour of the pupil. Intervention strategies staff might use could involve:

- physically interposing between pupils;
- blocking a child's path;
- leading a pupil by the hand or arm;
- guiding a pupil away by placing the palm of a hand in the centre of the back.

A record must be made of any restraint used; this will be a report on MyConcern, our safeguarding suite.

Legal Context

Legal The use of reasonable force* is permissible only in certain defined situations: a. Where there is likelihood of a pupil injuring themselves, other pupils or members of staff. b. Where the pupil is committing a criminal offence (including behaviour by pupils under the age of criminal responsibility that would otherwise be classed as offending). Depending on the circumstance it may be necessary to consider involving the Police. c. To interrupt seriously disruptive behaviour which prejudices the establishment or maintenance of a safe and secure environment. d. To prevent or stop significant or serious damage to property. e. To prevent a pupil from absconding if it is judged they would be at risk by doing so. *There is no legal definition of 'reasonable force' – what is reasonable will depend on the circumstances. If force is to be used, it must be appropriate to the child, to the situation and carried out in good faith, in line with policy and by those authorised and competent to do so

General Guidance

1. Staff should manage all situations in a calm and measured way.
2. Intervention should be of the least intrusive level necessary and in proportion to the circumstances. Intervention should be focused towards calming the situation with the intention of passing control back to the pupil as soon as it is safe to do so.
3. It is the responsibility of each member of staff to make an assessment of the particular circumstances of the situation. They will need to take the following into consideration:
 - the potential risk to themselves and to the children;
 - the particular behaviour and emotional state of the pupil;
 - the pupil's age and level of understanding; • the pupil's perception of the situation;
 - the pupil's personal history;
 - the antecedents to the behaviour;
 - any special needs that the pupil may have;
 - the health of the pupil;
 - their relationship with the pupil;
 - their own health;

Prohibited forms of physical contact and control:

- a. Corporal punishment (or threat of it), for example: hitting, prodding, kicking etc. or throwing an object to cause or threaten harm to a pupil.
- b. Holding around the neck or by the collar or in any way that might restrict the child's ability to breathe.
- c. Twisting or forcing limbs against a joint. Holding pupils by the wrist can damage bones that are not fully developed – it is better to hold by the forearm.
- d. Tripping up pupils.

- e. Holding or pulling a pupil by the ear or hair.
- f. Holding pupils face down to the ground.
- g. Depriving pupils of food or drink normally available in the school (unless medically specified) or forcing them to eat against their will.
- h. Depriving pupils of their liberty by locking them in a room unsupervised (locking external doors to protect younger children from leaving the premises is permitted).
- i. Depriving pupils of medical care as a means of punishment or control.

Training in restraint and restrictive intervention will be periodically organised by the school.

Pupils with Special Educational Needs

The school, education and health services work closely together with parents to support children and young people with special educational needs and disabilities. Schools need to consider additional safeguarding challenges for pupils with SEND including:

- awareness that behaviour, mood and injury may relate to possible abuse and not just SEND or Disability
- higher risk of peer group isolation
- disproportionate impact of bullying and
- difficulties with communication

Where appropriate, schools should consider extra pastoral support for children with SEND.

Contextual Safeguarding

'Contextual safeguarding' is an approach to safeguarding that responds to young people's experiences of harm outside of the home, for example, with peers, in schools and in neighbourhoods. The school recognises situations where pupils are vulnerable to harm beyond the home and school and is alert to these possibilities. We seek to offer training for pupils and parents and carers in relation to these risks, eg. 'Growing Against Violence' workshops for parents and pupils and the employment of a learning and pastoral care mentor with wide ranging experience in this area.

County Lines

'County Lines' is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. Boys and young men aged between 12-18 years are the most common group involved although younger children, girls and young women may also be recruited.

Some of the signs of county lines involvement and exploitation are:

- A child or young person going missing from school or home or significant changes in emotional well-being.
- A person meeting unfamiliar adults or a change to their behaviour.
- The use of drugs and alcohol.

Concerns about pupils and/or their families should be referred to the DSL.

Serious Violent Crime

KCSIE 2019 requires all staff to be alert to indicators that may signal that children are at risk from, or involved with, serious violent crime. Such indicators include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions

Concerns must be referred to the DSL.

Pupils with Parents in Prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. In view of these increased vulnerabilities it is likely that children who have a parent in prison will need additional support and provision from statutory services. These experiences may bring about changes in children's behaviours. If professionals lack an understanding they may respond negatively to them rather than offering the encouragement and support that the child may need.

The kind of help needed by children of prisoners is mirrored by the support needs of other children suffering from significant loss or trauma e.g. children experiencing parental divorce, bereavement or domestic violence. Around half of children of prisoners in the UK need some level of emotional support from school, or other agencies, and half of this group suffered more serious anxiety or trauma which resulted in a need for more specialised counselling.

Refer to DSL for advice.

Children and the Court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available from the Gov.co.uk website. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Primary aged pupils will be provided with the booklet '[Going to Court](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Refer to DSL for advice.

Alternative Provision

Alternative provision (AP) is education outside school, arranged by local authorities or schools, for pupils who do not attend mainstream school for reasons such as school exclusion, behaviour issues, school refusal, or short- or long-term illness. Schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision and will remain responsible for a pupil's welfare during their time at an alternative provider. The new guidance says that schools should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff. Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

Female Genital Mutilation (FGM)

FGM is illegal in the UK. Under the Female Genital Mutilation Act (2003), it is an offence to perform or to assist a girl in carrying out FGM, and it is illegal to assist a person in carrying out FGM outside the UK on a UK national. Under the Act, it is also illegal to take a girl abroad for the purpose of performing FGM. If a person is found guilty of these offences, they can face up to 14 years in jail.

It is mandatory for teachers to report suspected cases of FGM. This requirement is now part of our Safeguarding Policy and staff receive training as part of the normal safeguarding and child protection programme.

Teachers will be trained to recognise whether a girl may be at risk of FGM. According to the DfE, it is important for teachers to look out for:

- The position of the family, and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Personal, Social and Health Education (PSHE).
- A female family elder visiting from a country of origin, as the risk of FGM may increase.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.

- A girl, or her family member, talking about a long holiday to her country of origin, or another country where the practice is prevalent.

Teachers will be trained to recognise signs that FGM may have already taken place. According to the DfE, it is important for teachers to look out for:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day, with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

Alongside FGM are other ‘**honour-based**’ violent crimes (HBV) such as forced marriage and breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If there is a concern that a child is at risk/has suffered some form of HBV then there needs to follow multi-agency liaison with police and social care.

‘Prevent’ and Radicalisation

The school believes that protecting pupils from the risk of radicalisation is an essential aspect of the school’s wider safeguarding duties.

The school has therefore created a policy in order to ensure that all members of staff are alert to changes in pupils’ behaviour which could indicate that they may be in need of help or protection, as well as to actively assess the risk of pupils being drawn into terrorism.

The school expects all members of staff to use their professional judgement to identify pupils who may be at risk of radicalisation and act accordingly, alongside the Local Children’s Safeguarding Board (LSCB) if necessary.

Staff must ensure that they are familiar with this policy and that they attend appropriate training on this subject. The school is committed to ensuring that staff receive training at regular intervals.

Risk indicators for Radicalisation and Extremism

(Staff are expected to refer to the Radicalisation and Extremism Policy for greater information)

The school will assess the risk of pupils being drawn into terrorism and extremist activities. This will involve having a clear understanding of the risks that can affect pupils in our area and a specific understanding of how to identify pupils who are at risk.

The school recognises that certain behaviours may indicate that a pupil is at risk of radicalisation. All members of staff are responsible for identifying these risk indicators and reporting them to a senior member of staff.

Indicators of an identity crisis are likely to include, but are not limited to the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups

- A loss of interest in activities which they previously engaged in
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal crisis are likely to include, but are not limited to the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations are likely to include, but are not limited to the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Other indicators may include the following:

- The use of derogatory language about a particular group
- Inappropriate forms of dress
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with the requests of teachers or other adults
- Condoning or supporting engagement with extremist ideologies or groups

Bullying

All pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. Staff must be familiar with the school Behaviour Policy and the school Anti Bullying Policy. The Anti Bullying Policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. It addresses fundamental considerations such as spotting the signs of bullying, prevention strategies, sanctions, providing support and statutory responsibilities.

Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Types of bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying can be acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Child Sexual Exploitation (CSE)

2017 Government definition:

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

This is a form of child abuse which involves children and young people being forced or coerced to take part in sexual activities. CSE does not always involve physical contact and can instead occur online. CSE can affect both male and female children as well as a range of ethnicities and ages.

We can assist with the prevention of CSE by raising awareness of the issue within the school curriculum in an age appropriate manner by equipping pupils with the knowledge that will help them to make informed decisions regarding relationships so that they can protect themselves from sexual exploitation.

Teaching pupils about CSE

CSE is a very sensitive subject that is often very uncomfortable to talk about; however, we do take age appropriate steps to raise awareness of CSE amongst pupils by educating them about it during school time. Pupils should be taught age-appropriate information that will allow them to identify the warning signs of CSE whilst also letting them know where to go if themselves, or a friend of theirs, is experiencing CSE

Primary schools

Although CSE is often associated with pupils at secondary school, it is never too early to educate pupils about CSE. Messages about healthy relationships are taught to all

ages by using age-appropriate language. At primary school level, topics taught to pupils include:

- Friendship
- Appropriate physical contact
- Keeping safe
- Recognising risks and knowing where to go for help

On-line Safety

Increased access to the internet leaves pupils at all ages vulnerable to experiencing CSE online; therefore, education that is provided to pupils at all levels should also discuss online safety. This education helps to protect pupils from online grooming and cyberbullying. We seek to make our pupils aware of:

- The risks they face on the internet.
- How to recognise unusual or unsafe online contact.
- The procedures they can follow if they wish to report any concerns in school.

Cyber-crime

For the purposes of this policy, “**cyber-crime**” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

Online filtering and monitoring processes

Updated guidance (KCSiE 2023) emphasises the importance of providing induction safeguarding and child protection training to all staff members regarding expectations, applicable roles and responsibilities in relation to filtering and monitoring.

The Designated Safeguarding Lead (DSL) within schools should take primary responsibility for understanding the existing filtering and monitoring systems and processes; the DSL will be supported by the Computing lead teacher.

St. John's uses LGfL filtering and monitoring measures for school devices and networks within the school and also enlists the specialist support of the Technical Services team, a traded service currently purchased by the school.

Forced Marriage

Hundreds of people in the UK (particularly girls and young women), some as young as nine, are forced into marriage each year. A 'forced' marriage, as distinct from a consensual 'arranged' one, is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds.

The majority of forced marriages reported to date in the UK have involved families from South Asia; other communities in which there have been cases include Europe, East Asia, the Middle East and Africa. Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas or a British national being taken abroad.

Information about a forced marriage may come from one of the child's peer group, a relative or member of the child's local community, from another professional or when other family issues are addressed, such as domestic abuse between parents.

Modern Slavery

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Homelessness

Homelessness covers a wide range of circumstances from sleeping on the streets, to families living in bed and breakfast hotels, to those without a home of their own. Homeless families are more likely to have had histories of abuse, had parents who have been in the care system, or family members who have been on the ‘at risk’ register.

Homelessness renders both children and parent(s) generally more vulnerable, and in greater need of safeguarding. If someone is at risk of becoming homeless, by acting quickly they may be able to get help to avoid it. Schools need to be supportive and proactive in responding to homelessness or impending homelessness. Such matters should be referred to the DSL for advice and action.

Work Experience and Safeguarding

Primary schools often host secondary school pupils on work placement. We need to conform to the checks which these schools carry out to ensure safe placement of students: schools need to provide safeguards such as; undertaking initial checks, checks during placements and helping pupils to prepare for their placement. This will involve working closely with work experience placements to ensure that the correct employment checks, health and safety considerations and any other safeguards, such as risk assessments are in place. The school and the work experience placement should clearly identify responsibilities for ensuring these checks are in place.

Private Fostering

What is Private Fostering?

The Children Act 1989 defines a privately fostered child as: Any child under the age of 16 or (18 if disabled) who is cared for, proposed to be cared for and provided with accommodation for over 28 days by someone who is not:

- A parent of the child
- Someone who has parental responsibility for them
- A close relative

The Children Act 1989 defines a “close relative” as:

- Grandparent

- Brother or Sister
- Uncle or Aunt (whether by full blood, half blood or by affinity)
- Step-parent (A parent's unmarried partner is not a step-parent within this context).

More extended members of the family such as cousins, great aunts/ uncles and great grandparents are not deemed as "close relatives"

The arrangement should last for 28 days or more to be considered as private fostering and the period of care should be continuous. This arrangement would not cease where a child spends an occasional period with a parent, close relative or carer, but is otherwise living with the private foster carer. Within any Private Foster arrangement, the responsibility for the child or young person remains with the parent or person who holds legal Parental Responsibility.

It is a legal requirement for Local Authorities to be notified of all private fostering arrangements in their area. They must then satisfy themselves that the welfare of the child/ren and young people are adequately safeguarded and their health and wellbeing is being promoted. The Local Authority will ensure the availability of advice and support to private fosters carers, children and their parents and have an ongoing duty to monitor the arrangement.

Children and young people living in private fostering arrangements can be particularly vulnerable.

The Children Act 1989, The Children (Private Arrangements for Fostering) Regulations 1991 Under Section 67 (1) Local Authorities should be notified of Private Fostering arrangements in their area, and must be satisfied that the welfare of the children who are privately fostered is being adequately safeguarded, their health and wellbeing is being promoted, their needs are being met and that carers, children and parents receive any advice and support they consider necessary.

Parents and/or carers should notify the Local Authority of any Private Fostering arrangement, however **all professionals hold a safeguarding duty and therefore should notify the Local Authority if they become aware of a private arrangement or believe such an arrangement is unlikely to be notified by the parent and/ or carer.**

Early Help

Barnet provides help and support to children, young people and their families from before birth up to the age of 19 (or 25 if they have special education needs or a disability). All families face challenges and sometimes need support. Early Help is about providing this support as soon as possible to tackle difficulties for children, young people and families before they become more serious. Early Help works with the whole family and the child is at the centre of all we do.

Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.

- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Have family members in custody or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to MASH for assessment for statutory services if the pupil's situation is not improving or is worsening.

Extra-Curricular Activities

The school will ensure that our pupils are going to be safe while involved in on-site, school organised extracurricular activities which are run by outside providers. Some extra-curricular activities exist outside the framework of the school timetable and this means that perhaps the individuals running extra-curricular activities won't have previously undergone safeguarding training or be familiar with our expectations, procedures and policies. We will brief them accordingly and share our safeguarding and child protection summary with them.

Peer-on-Peer Abuse and Sexting

The NSPCC talks of adopting a 'Contextual Safeguarding Approach' which will help us to understand, and respond to, children's experiences of suffering significant harm beyond their families. Staff must be aware that children are vulnerable to abuse in a range of social contexts.

In a primary school Peer-on-Peer abuse can take various forms which includes serious bullying (including cyber-bullying); gender-based violence and child sexual exploitation. It also includes 'sexting' - defined by the 'UK Council for Child Internet Safety' (UKCIS) as 'the production and/or sharing of sexual photos/videos of and by young people who are under the age of 18'.

Should a 'sexting' incident become apparent the UKCIS states:

- it must be brought to the attention of the Designated Safeguarding Lead and Head Teacher immediately
- it is important to reassure the young person that it is important to report it so that they can receive the support they need
- do not view, delete or share the image, or ask the child to share or download, as this is illegal.

We have a zero tolerance towards all forms of Peer-on-Peer abuse- no forms of such abuse are ever dismissed as 'child's-play' or teasing.

Sexual Violence and Sexual Harassment

Legal Responsibilities

Schools have a legal responsibility to understand and minimise the risk of sexual violence and sexual harassment as a result of the: statutory safeguarding duty; Human Rights Act (1998); Equality Act (2010); and Public Sector Equality Duty.

Measures to address and respond to incidents of sexual violence and harassment in schools should take into consideration other government guidance, especially 'Keeping Children Safe in Education' and 'Preventing and Tackling Bullying'. The guidance covers:

- what sexual violence and sexual harassment is
- what the schools' and colleges' legal responsibilities are
- creating a whole school or college approach to safeguarding and child protection
- how to respond to reports of sexual violence and sexual harassment

Sexual misconduct is unacceptable and not 'banter' or an inevitable part of growing up. We must recognise that these issues are likely to occur and we must respond to them when this happens. Groups at particular risk include girls, students who identify as LGBT+ or are perceived by their peers to be LGBT+ and pupils with SEND.

We will record incidents across the whole spectrum of sexual violence and sexual harassment, so that we can understand the scale of the problem and take appropriate action to address and reduce such incidents. Reducing the risk of sexual violence and sexual harassment should be seen in the context of developing a whole school culture of safeguarding.

All staff must raise a concern they may have about a pupil, or another adult to a DSL.

Our PSHE and Sex and Relationships Education (SRE) provides support for pupils and helps them to understand safeguarding issues, how to raise a concern they may have about themselves, or a friend or peer; it also enables them to learn to recognise and develop healthy and respectful relationships, avoiding stereotypes and promoting equality and teaching them that sexual violence and sexual harassment is always wrong.

Domestic Abuse

Staff need to be alert to signs of domestic abuse and the damaging impact which this can have upon children. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

The school expects that the Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both L.A.s and school to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Adultification Bias within Child Protection and Safeguarding

H.M.'s Inspectorate of Probation have released a report on Adultification Bias with Child protection following on from the Child Q Local Child Safeguarding Practice Review in City and Hackney Safeguarding Children Partnership. This was one of the first reviews in England to explicitly refer to adultification as a factor influencing the safeguarding of a Black child.

The report suggests children living in homes where domestic violence is present are more likely to be adultified, both within the home and externally. With limited support the non-abusive parent may seek support from the child/children. The child may feel a sense of responsibility to take care of their siblings, and the professional network may view this child as being more resilient and 'streetwise.' However, the potential implications is the vulnerability of the child being overlooked, leaving them at more risk and the child left to presume a forced sense of independence.

This is something which staff need to consider and be aware of.

Children Requiring Mental Health Support

It can be hard for adults to recognise when a child needs support with mental health issues. And it can be difficult for young people to speak out about the challenges they're facing.

So it's crucial that anyone who works or volunteers with children is able to recognise the signs that a child may be struggling with their mental health. And that they know how to take appropriate action to support children and young people in getting the help they need.

Mental health is an individual's cognitive, behavioural and emotional wellbeing (Mind, 2020). It's something we all have - including every child and young person. We use the term "mental health issues" to refer to mental health problems, conditions and mental illnesses. These issues may or may not be medically diagnosed.

Self-Harm & Suicide

We are aware that suicide is the leading cause of death in young people, and that we play a vital role in helping to prevent young suicide; we want to make sure that pupils are as suicide-safe as possible.

St. John's acknowledges that:

Thoughts of self-harm and suicide are common, particularly among young people.

Suicide is complex. There are many contributory factors surrounding a suicide and reasons are often complex and individual to that person.

Stigma inhibits learning. We recognise that the stigma surrounding self-harm, suicide and other mental illness can be both a barrier to seeking help and a barrier to offering help. We are dedicated to tackling suicide stigma.

Self-Harm and Suicide is everyone's business and we want to facilitate the reporting of any risks and concerns.

Self-harm and Suicide are difficult things to talk about. Through the training of Youth Mental Health First Aiders and whole school awareness of mental ill health, we will provide adults in school who are able to identify when a pupil may be struggling with thoughts of suicide.

Talking about suicide does not create or increase risk. Contrary to common belief, this type of questioning does not encourage young people to pursue suicide ideation. Rather it signals that you care and that you are ready to talk to them about it. The opportunity to discuss feelings around suicide can provide a great relief.

We will endeavour to involve anyone from our community who has personal experience of self-harm and suicide; either having struggled themselves or supported someone with thoughts of suicide.

We will help to ensure an active person-centred self-harm and suicide prevention, and intervention policy.

- We have a named individual who is responsible for the design, implementation, and maintenance of this policy.
- We will endeavour to ensure that all our staff are self-harm and suicide aware. This means that all staff inductions will include self-harm and suicide awareness. We have provided a Suicide and Self Harm Toolkit developed by Essex Local Authority to provide further support to members of staff.
- We will ensure that Staff are aware of their responsibilities around suicide prevention and we will continue to reinforce the message to all staff that we ALWAYS believe children and young people.
- We will be aware of how we enhance the physical safety of our environment including the removal of potential ligature points, restricting access to places which facilitate jumping, and securely storing harmful substances.
- We recognise that the need to protect someone's life overrides confidentiality and will report our concern to the Designated Safeguarding Lead or Mental

Health Lead immediately.

- We will endeavour to put in place mechanisms which allow staff that have regular interaction with the pupils to be able to flag or review any concerns about the individual pupils, including suspected suicidal thoughts.
- When we identify a pupil at risk of self-harm or suicide we would inform the Designated Safeguarding Lead or Mental Health Lead and if a pupil is in crisis we would dial 999
- We will help to ensure a sensitive, and safe, suicide post provision
- We will work in partnership with the Local Authority in the event of a serious incident, whereby someone has attempted or died by suicide.
- We will also be mindful of the impact that supporting an inquest can have on staff and their wellbeing and will signpost to appropriate support both in school, via our Mental Health First Aider and external resources such as, Papyrus, Samaritans and QWELL counselling services.
- We will ensure that peers and school staff are supported and able to access services when self-harm or suicide has affected them
- We will ensure effective partnership working to support pupils returning to school after a serious incident of self-harm or attempted suicide, including Team Around the Child, whereby the child/young person is at the centre of decision making and determines who is best to support them in school.

This should be read alongside the Emotional Wellbeing and Mental Health Policy.

Online filtering and monitoring processes

Updated guidance (KCSiE 2023) emphasises the importance of providing induction safeguarding and child protection training to all staff members regarding expectations, applicable roles and responsibilities in relation to filtering and monitoring. The Designated Safeguarding Lead (DSL) within schools should take primary responsibility for understanding the existing filtering and monitoring systems and processes; the DSL will be supported by the computing lead teacher.

KCSiE 2023 refers to the '4 Cs of online safety' as an important step in improving online safety at your school is identifying what the potential risks might be. KCSiE groups online safety risks into four areas: content, contact, conduct and commerce (sometimes referred to as contract).² **These are known as the 4 Cs of online safety:**

Content

Content is anything posted online - it might be words or it could be images and video. Children and young people may see illegal, inappropriate or harmful content when online. This includes things like pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact

Contact is about the risk of harm young people may face when interacting with other users online. This includes things like peer-to-peer pressure or seeing inappropriate commercial advertising. Sometimes adults pose as children or young adults with the intention of grooming or exploiting a child or young person for sexual, criminal, financial or other purposes.

Conduct

Conduct means the way people behave online. Some online behaviour can increase the likelihood, or even cause, harm - for example, online bullying. Conduct also

includes things like sharing or receiving nudes and semi-nude images and viewing or sending pornography.

Commerce

Commerce is about the risk from things like online gambling, inappropriate advertising, phishing or financial scams. Children and young people may be exposed to these risks directly. Schools should also consider how the risk from commerce applies to staff.

St. John's uses LGfL filtering and monitoring measures for school devices and networks within the school and also enlists the specialist support of the Technical Services team, a traded service currently purchased by the school.

This policy was ratified by the Governors in the Autumn Term 2024

This policy will be reviewed Autumn 2025

Appendix 1: Barnet - Reporting A Concern About A Child

- If a child is in immediate danger call 999.

The MASH is there to act as a single 'front door' for children in need of additional support and/or protection. Co-located within the MASH is a partnership of professionals from a range of agencies including the police, health, education, children's social care, early help, substance misuse, housing, probation and domestic violence services who work together to share and analyse information held on multiple client data systems to build a picture of the child's history, current circumstances, support systems, needs and risks so that proportionate and timely decisions can be made about the type and level of services children need to safeguard their welfare, meet their needs and improve their outcomes, ensuring that children receive the right help first time.

Barnet MASH ensures that:

- All safeguarding referrals are dealt with in a timely and effective manner to ensure the immediate protection of children
- Decisions are timely, sound and based on high quality multi-agency information sharing arrangements
- All agencies have the confidence to share information safely and securely
- Risk is identified through robust analysis of a wide range of historical and current information and concerns.
- Children, young people and their families are referred to the right services first time and as early in the life of the problem as possible
- Professional agencies working with children and their families have access to information that is proportionate and relevant to their involvement in a child's life
- Allocation of resources for children and families is timely, coherent and transparent
- Professionals have rapid access to qualified and experienced social work professionals for safeguarding advice, information and guidance on access to local resources
- The service is well understood and accessible to those that need it
- Our partnership arrangements are built upon to improve access and promote seamless delivery throughout the borough

Glossary of terms

Term	Meaning
A Child	A person who has not yet reached their 18 th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: repeated, intended to hurt someone either physically or emotionally or often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	<p>SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.</p>
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.
Early Help	Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.
Emotional Abuse	<p>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.</p> <p>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.</p>
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.

	<p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
Hate	Hostility or prejudice based on one of the following things: disability, race, religion, transgender identity, sexual orientation.
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Neglect	<p>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health 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:</p> <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.
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.
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. (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.)

Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is 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.</p>
Relationship Abuse	<p>Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.</p>
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> ● protecting children from maltreatment; ● preventing impairment of children’s 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.
Sexting	<p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Sexual Abuse	<p>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.</p> <p>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</p>
Sexual harassment	<p>When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or</p>

between children	create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.
Sexual violence between children	<p>When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹.</p> <p>Sexual violence offences include: rape, assault by penetration and sexual assault.</p>
Trafficking	<p>Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.</p>