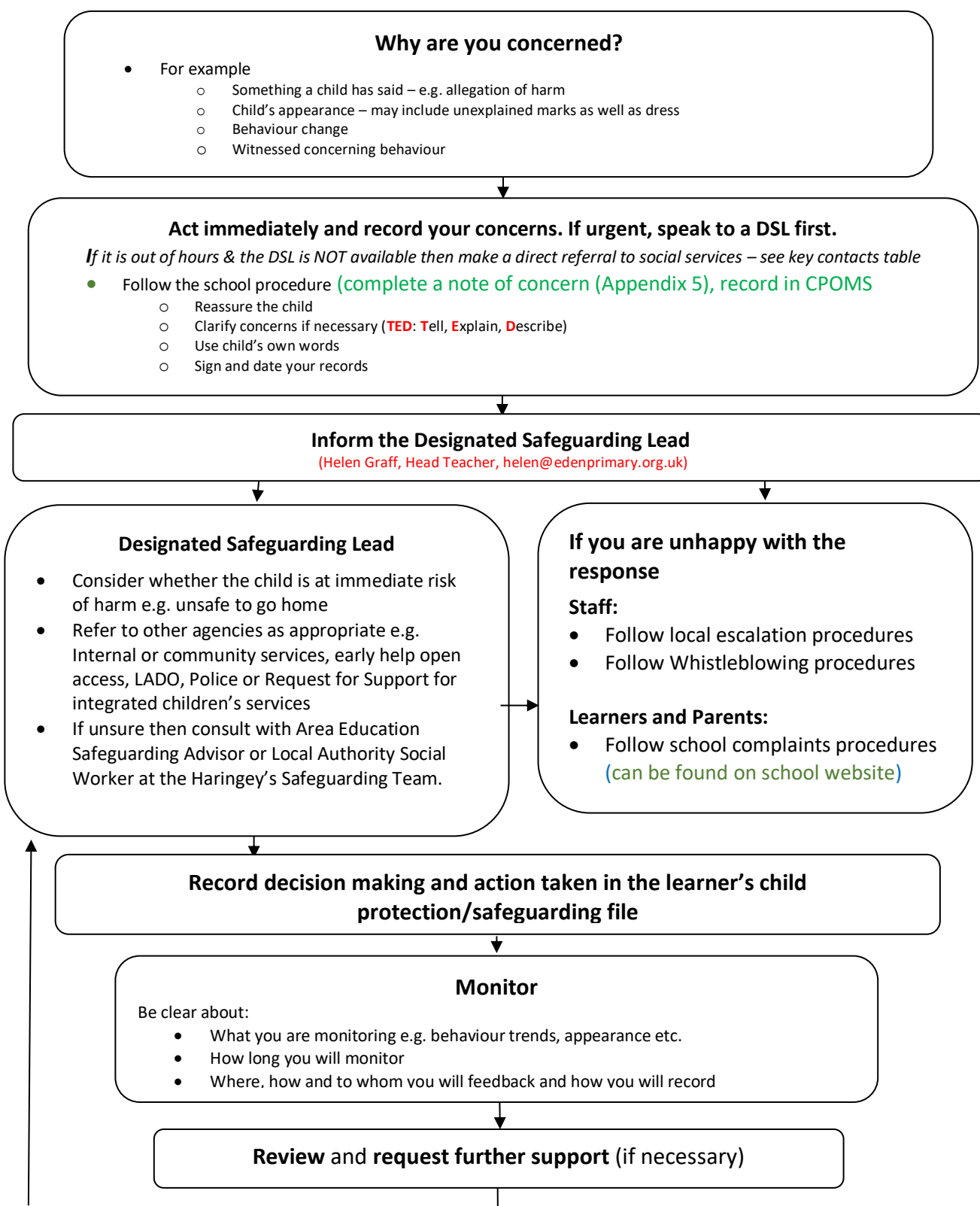# Child Protection and Safeguarding Policy and Procedures

Updated September 2025, to include KCSIE 2025

Status	Statutory
Last reviewed	September 2025
Ratified	Autumn 2025 Full Board of Trustees
Review period and due date	September 2026 (Annual)

This policy should be read in conjunction with the following Eden Primary policies which can be found on our school website:

- Child on Child Abuse Policy
- Policy on Managing Allegations against Staff and Volunteers
- Anti-bullying Policy
- Positive Handling Policy
- Staff Disciplinary Policy and Staff Code of Conduct
- Complaints Policy
- Whistleblowing Policy
- Attendance Policy
- Safer Recruitment Policy
- Online Safety Policy

Why are you concerned?

- For example
  - Something a child has said – e.g. allegation of harm
  - Child's appearance – may include unexplained marks as well as dress
  - Behaviour change
  - Witnessed concerning behaviour

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Act immediately and record your concerns. If urgent, speak to a DSL first.

If it is out of hours & the DSL is NOT available then make a direct referral to social services – see key contacts table

- Follow the school procedure (complete a note of concern (Appendix 5), record in CPOMS
  - Reassure the child
  - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
  - Use child's own words
  - Sign and date your records

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Inform the Designated Safeguarding Lead
(Helen Graff, Head Teacher, helen@edenprimary.org.uk)

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Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisor or Local Authority Social Worker at the Haringey's Safeguarding Team.

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If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Learners and Parents:

- Follow school complaints procedures (can be found on school website)

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Record decision making and action taken in the learner's child protection/safeguarding file

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Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

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Review and **request further support** (if necessary)

At all stages, the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety** is **paramount**

2.   KEY CONTACTS

Post	Postholder	Contact details
Head Teacher	Helen Graff	helen@edenprimary.org.uk 020 8883 9527
Designated Safeguarding Lead	Helen Graff	helen@edenprimary.org.uk 020 8883 9527
Deputy Designated Safeguarding Lead	Deniz Ozturk (School Business Manager)	deniz@edenprimary.org.uk 020 8883 9527
Deputy Designated Safeguarding Lead	Kate Caplan (Inclusion Lead)	kate@edenprimary.org.uk 020 8883 9527
Deputy Designated Safeguarding Lead *to be trained in 2025-26*	Yifat Johnson	yifat@edenprimary.org.uk 020 8883 9527
Chair of Board of Trustees	Steve Miller	chair@edenprimary.org.uk 020 8883 9527
Nominated link trustees for Safeguarding	Steve Miller Helen Style	chair@edenprimary.org.uk 020 8883 9527 phstyle@hotmail.com
Local Authority Designated Officer –Haringey (LADO)	Carline Benoit	**Phone***: 020 8489 2968 **Email**: Following an initial conversation, you must complete a LADO referral form (Word, 100KB) (docx, 5 page(s), 101.62 KB) and return it to lado@haringey.gov.uk. **Website**: Allegations against staff and volunteers who work with children | Haringey Council
Prevent referrals and advice	Haringey Prevent | Haringey Council ***Contact the Prevent team:*** *Email* prevent@haringey.gov.uk Act Early website: ACT Early | Prevent radicalisation ACT Early Support Line on 0800 011 3764	
Channel Helpline		020 7340 7264
Haringey Local Safeguarding Children Partnership	Haringey Safeguarding Children Partnership – For HSCP Enquiries please email: hscp@haringey.gov.uk 5th Floor, 48 Station Road, Wood Green, London N22 7TY	
Haringey Council's Children's Services Please only use the out of hours number if you are calling outside of normal working hours. Your call will be logged and the operator will take brief details. An out of hours social	Child protection | Haringey Council **Child at risk of immediate harm:** Phone: 020 8489 4533 *Monday to Thursday: 8.45am to 5pm; Friday: 8.45am to 4.45pm* **NO immediate risk of harm to a child:** If you are a professional or volunteer working with a child or their family and there is no immediate risk of harm to the child, but the family would	

worker will ring you back.	benefit from additional support, you should complete the online referral form via this link: Haringey Children's Services Portal
	Out of office hours, including weekends: **020 8489 0000** *Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999*
	Child Protection Advisors: 020 8489 2126

Making a MASH referral – Haringey Council Children's Services

If you are worried about a child for any reason, **contact MASH on 020 8489 4470**.

If you are calling between 5pm and 9am weekdays or anytime at the weekend, call the
Emergency out-of-hours duty team on 020 8489 0000.

If you or a child is in immediate danger, if they need immediate assistance form the police or ambulance services, you should always phone 999

During your phone call (above) if you are a professional working with children you may be asked tocomplete a **MASH referral form** within 24 hours. This should be emailed securely to mashreferral@Haringey.gcsx.gov.uk

Making a mash referral – Barnet Council Children's Services

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

Outside of these hours 020 8359 2000.

Barnet Multi Agency Safeguarding Hub (MASH)
2 Bristol Avenue, Colindale, London NW9 4EW

NSPCC Helpline   0808 800 5000

Barnet Local Safeguarding Children Partnership	https://thebarnetscp.org.uk/bscp

3.   INTRODUCTION AND ETHOS

- To protect the safety, welfare and well-being of the pupils on roll at our school;
- To set out the school's overarching principles, approaches and systems for child protection and safeguarding across all aspects of school life;
- To ensure staff are aware of their statutory safeguarding duties and responsibilities as referenced in KCSIE;
- To ensure staff are well-equipped and confident to recognise and report child protection concerns;
- To promote an open and listening culture where everyone can voice concerns in the knowledge they will be believed, helped and supported.

Our core safeguarding principles are:

Promotion
- Making sure pupils, parents, staff and all adults who come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school

Prevention
- positive, supportive, vigilant, open and safe culture. Well-taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures

Protection
- following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

Support
- for all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.

Working with parents and other agencies
- to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

At Eden we recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Staff and other adults working with children at Eden Primary are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

At Eden we believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Eden Primary recognises the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.

At Eden we expect that if any member of our community has a safeguarding concern about any child or adult, they should act immediately. This includes out of hours when the DSL may not be available to speak to, in which case a

direct referral should be made to social services – see contact details at the start of this policy.

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE.

This policy also complies with our funding agreement and articles of association and reflects locally agreed inter-agency procedures put in place by our local safeguarding children partnerships in Haringey and Barnet.

This policy **as revised in September 2025** is largely based on the model policy for Haringey schools written by Angela Corbett (AJC Education) on behalf of HEP. Additional material relevant to our school, incorporating lessons learned from our experience of safeguarding work, is included.

4.   LEGISLATION AND GUIDANCE

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- o   Keeping Children Safe in Education 2025
- o   Working together to safeguard children (December 2023, last updated June 2025)
- o   Behaviour in schools (February 2024)
- o   Children's social care national framework (December 2023, last updated July 2025)
- o   Early Years and Foundation Stage Framework (EYFS) (July 2025)
- o   Framework for the Assessment of Children in Need and their Families (2000)
- o   Generative artificial intelligence (AI) in education (June 2025, updated August 2025)
- o   Information sharing for safeguarding practitioners (April 2024)
- o   Meeting digital and technology standards in schools and colleges (March 2022, last updated March 2025)
- o   Multi-agency statutory guidance on female genital mutilation (July 2020)
- o   OFSTED School inspection: toolkit, operating guides and information - GOV.UK (last updated September 2025)
- o   Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension (March 2024, last updated July 2025)
- o   Relationships and sex education (RSE) and health education (June 2019 and updated July 2025)
- o   Sharing nudes and semi nudes advice for education settings working with children and young people (March 2024)
- o   Sharing nudes and semi-nudes: how to respond to an incident (overview) (March 2024)
- o   The Education (Independent School Standards) Regulations (2014)
- o   The Non-Maintained Special Schools (England) Regulations 2015
- o   The Prevent Duty Guidance (published September 2023 and came into force on 1 January 2024)
- o   Working together to improve attendance (August 2024 - statutory for 2025)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

Other legislation this policy is based on:

Legislation	What it covers
School Staffing (England) Regulations 2009	• Lists what must be recorded on the single central record • The requirement for at least one person conducting an interviewto be trained in safer recruitment techniques.
Children's Act 1989 (and 2004 amendment),	• Provides the framework for the care and protection of children.
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B(11))	• Places a **statutory** duty on teachers to report to the police wherethey discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
The Marriage and Civil Partnership (Minimum Age) Act 2022	• Officially came into force on 27 February 2023 • This Act prohibits 16 and 17-year-olds from marrying or entering into a civil partnership, regardless of whether they have parental consent. It is also an offence to cause a child to marry before their 18th birthday. This also applies to non-binding unofficial marriage.
Rehabilitation of Offenders Act 1974	• Sets out when people with criminal convictions can work with children.
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	• Defines what 'regulated activity' is in relation to children

5.   HUMAN RIGHTS, EQUALITIES AND PUBLIC SECTOR EQUALITY DUTY

- Eden Primary is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010 including its Public Sector Equality Duty) and the local multi-agency safeguarding arrangements in Haringey, Barnet and other local authorities that pupils may reside in.
- The governing body and senior leaders recognise that, under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:
  - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
  - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
  - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
  - Protocol 1, Article 2: protects the right to education.
- The governing body senior leaders recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.
- The governing body and senior leaders will adhere to the Equality Act, will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- The governing body and senior leaders will pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, the governing body and senior leaders will give specific consideration to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

6.   RELATED SAFEGUARDING POLICIES

This policy is one of an integrated suite of policies, reflecting the whole school approach to safeguarding. It should be read and actioned in conjunction with the policies as listed below:

- Anti-Bullying
- Attendance and punctuality (may include children missing in education)
- Behaviour management: Policy for Managing Relationships and Behaviour
- Curriculum policies and documents including Stay Safe Curriculum to be developed 2025-26
- Data protection and Information sharing
- First aid and managing medical needs
- Health and Safety Policy
- *The Eden Guide to CPOMS*
- Use of Premises by other organisations
- Managing/dealing with allegations against staff and volunteers (covering both allegations that cross the threshold of harm and low level concerns, also dealing with concerns against supply teachers)
- Online safety policy including cyber security, Acceptable Use of Technology Agreements (this will be revised in 2025-26 to include the use of AI)
- Code of Conduct for Staff and Volunteers
- Child on-Child abuse policy, including sexual violence and sexual harassment
- Personal and intimate care/Safe Touch Policy
- Personal, social and health education (PSHE curriculum
- Relationships and Sex Education (RSE)
- Risk assessments (e.g. school trips, use of technology)
- Safer recruitment
- Social media and Mobile technology
- Special educational needs policy
- Staff disciplinary policy
- Whistleblowing
- Filtering and monitoring policy
- Permission for photography and filming

## 7.	DEFINITIONS OF SAFEGUARDING

In line with KCSIE, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment; whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Safeguarding is what we do to prevent children suffering or coming to harm, whether that is within or outside the home, including online.

Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.

The safeguarding partners that the school works with to safeguard its pupils as set out in KCSIE are: the local authorities where our children live, not only the local authority where the school is situated –ie, Haringey and Barnet; the local clinical commissioning group; and the chief officer of Police for the area that falls under the local authority.

Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs.

Exploitation is the deliberate manipulation or abuse of power used to have control over another person, usually for some form of gain - this can be for a range of reasons including personal, financial or sexual.

At Eden Primary, we are aware that abuse, neglect and exploitation can take place inside and outside the school, inside or outside the home, and online.

KCSIE notes the use of the following widely recognised and understood terms 'victim' and 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. **At Eden, in terms of our Relationships and Behaviour policy, and Anti-Bullying Policy and approaches, we do not use these terms with children to describe behaviour between children because they can be very unhelpful labels. We substitute 'person who has been/may have been upset/hurt/harmed' and 'person who upset/hurt/harmed/may have caused upset/hurt/harm'.** However, in safeguarding work, these terms may be used. We recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We also think carefully about the use of the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)', especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. In managing any incident, we are prepared to use any term with which the individual child is most comfortable, and on a case-by- case basis.

8.   INFORMING STAFF AND OTHERS OF SAFEGUARDING POLICY

All staff (including temporary staff and volunteers) will be provided with a copy of this policy, at induction and via email, at the start of the school year. They will be asked to sign to say they have read and understood its contents, are familiar with the school systems and will adhere to them. The policy and associated policies are saved on the school system in Staff/Policies. A copy is also available to be read in the staffroom. Visitors to the school site will be given a leaflet detailing our safeguarding arrangements, which also covers fire safety, first aid and health & safety. Visitors will be asked to confirm that they have read, understood and will adhere to these arrangements.

Parents/carers can download a copy of the school Safeguarding and Child Protection Policy from the school website https://edenprimary.org.uk/ together with other related policies, including for Online Safety, Safer Recruitment and Child on Child Abuse. Additionally, these and other policies are available from the school office on request.

Pupils will be made aware of the school's systems in age-appropriate ways through assemblies, PSHE lessons, displays around the school site, verbally, in letters sent home, and via the school website. The DSL and DDSLs will ensure pupils have understood these systems and are aware that they can raise concerns any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions taken.

9.   ROLES AND RESPONSIBILITIES

The Board of Trustees

- The Board takes responsibility for strategic leadership that is a 'whole school approach' for the school's safeguarding arrangements and that these will comply with their duties under legislation and have full regard to KCSIE. This includes ensuring the school's policies, procedures and training are effective and comply with the law at all times.
- The Board will ensure the school's systems enable pupils to report what is happening to them.
- The Board will ensure the appointed DSL is a senior member of staff. The role of the DSL (and deputies) is set out in KCSIE Annex C, summarised in the section below and will be made explicit in the job description of postholders.
- The school always has at least one nominated trustee for safeguarding. The nominated trustee(s) will support the Designated Safeguarding Lead and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

- All trustees will undertake safeguarding training and additional training on specific issues, such as online safety and Prevent. This will be part of ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Board of Trustees.
- The governing body will take an active role in monitoring safeguarding arrangements and providing support to the Designated Safeguarding Lead in line with Part 2 KCSIE. This will include visits to school, regular contact with the Designated Safeguarding Lead and other staff working to protect children and reviewing information providedto them concerning pupils' welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.
- The governing body and leadership team at Eden Primary recognises the significant level of responsibility of the Designated Safeguarding Lead role. They will ensure the postholder (and any deputies) are given the additional time, funding, training, resources, and support needed to carry out the role effectively. They will also ensure thereis adequate cover if the Designated Safeguarding Lead is absent.

Headteacher

The Headteacher will ensure that the suite of policies and procedures relating to safeguarding and child protection adopted by the school's Governing Body are understood and followed by all staff.

Designated Safeguarding Lead

Eden Primary has appointed **Helen Graff, Headteacher,** as the Designated Safeguarding Lead (DSL). Additionally,the school has appointed **Deputy DSLs:**, **Kate Caplan, Inclusion Lead**, and **Deniz Ozturk, School Business Manager**, who will have delegated responsibilities and act in the DSL's absence. During the school year 2025-26 the school will train an additional **Deputy DSL – Yifat Johnson, Assistant Headteacher**, because Deniz Ozturk will be absent from the school on maternity leave.

The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. Job descriptions that align to KCSIE 2025 Annex C are set out below and in place for the DSL and deputy DSLs.

The role of the DSL is to:
- Manage and deal with reports of concerns from staff and other sources and manage referrals to local authority children's social care, Channel programme, the Disclosure and Barring service and to the Police where a crime may have been committed
- Working with others
- Information sharing and managing child protection records (those held in CPOMs as well as any handwritten records kept locked away)
- Raising awareness
- Training, knowledge and skills
- Providing support to staff
- Understanding the views of children
- Holding and sharing information
- Refer to the Eden document *Safeguarding and Child Protection: Roles of Designated Safeguarding Lead (DSL) and Deputy DSLs* for more detail on which aspects of the roles are managed by which member of the DSL team.

See Appendix 5 for the full job description of the DSL and DDSLs as set out in KCSIE Annex C.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

The DSL and deputies will be given the additional time, funding, training, resources and support they need to carry out the role effectively. <mark>This may include handling of referrals to children's social care and multi-agency working, together with other training pertinent to the school's context and evolving safeguarding issues.</mark>

The DSL will provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

<mark>The DSL will ensure that all staff receive the necessary safeguarding training, and that this will be regularly updated to ensure currency and keep the profile of safeguarding high.</mark>

During term time the designated safeguarding lead (or a deputy) will always be available (during school/office hours) for staff in the school to discuss any safeguarding concerns. This will be in person, or in very exceptional circumstances this may be by telephone. Out of hours reporting arrangements and cover arrangements for out of hours/out of term activities are by email. A help@edenprimary.org.uk email address is monitored by the DSLs on rotation during holiday periods. This email address is communicated to parents and children at regular intervals through school Eetonim (weekly class newsletters) Headteacher's weekly newsletters.

Members of staff

All members of staff have a responsibility to:
- Provide a safe environment in which children can learn.
- Be aware that *it can happen here* and *safeguarding is everyone's responsibility*.
- Build trusted relationships with children and young people that facilitates communication.
- Actively promote welfare and safeguarding, including online safety, of pupils.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Be aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
- Exercise professional curiosity. Knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.
- Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting any form of abuse and/or neglect; and never make a child feel ashamed for making a report.
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
- Understand the Early Help process and their role in it.
- Understand the school's safeguarding policies and systems.
- Undertake appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- Understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 (and Annex A) and Annex B.

- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

Children

Children and young people have a right to:
- Feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings taken into account.
- Contribute to the development of school safeguarding policies, eg through school council, pupil surveys and other 'pupil voice' activities
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

Parents and carers

Parents/carers have a responsibility to:
- Understand and adhere the relevant school policies and procedures.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm, including online, and seek help and support from the school or other agencies.
- Speak to school staff if they have any concerns about the welfare, well-being and safety of their children.

10.   RECOGNISING INDICATORS OF ABUSE, NEGLECT AND EXPLOITATION

- All staff at Eden Primary are made aware of the definitions and indicators of abuse, neglect and exploitation (see below and Appendix 1), as identified by Working Together to Safeguard Children (December 2023) and Keeping Children Safe in Education (KCSIE) 2025.

- All staff understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. All staff, but especially the DSL (and deputies) must take account of the context within which such incidents and/or behaviours occur and consider whether children are at risk of abuse or exploitation in situations outside their families.

- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

- At Eden we recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect

The school recognises that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that

linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. A wider range of specific issues includes (but not limited to):

- Child abduction and community safety incidents
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from education, home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Cybercrime
- Domestic abuse
- Faith based abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Homelessness
- Honour based abuse (so called)
- Mental health
- Child abduction and community safety incidents
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines

- Cybercrime
- Domestic abuse
- Faith based abuse
- Modern slavery & the National Referral Mechanism
- Online safety
- Child-on-child abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)
- Preventing radicalisation and extremism
- Relationship abuse
- Serious Violence
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery, nudes/semi- nudes ("Sexting")

Additional information on these safeguarding issues and information on other safeguarding issues is included in KCSIE Annex B and Appendix 2 of this policy.

Members of our staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused; however, all concerns are taken seriously and explored by the DSL on a case-by-case basis.

All members of staff are expected to be aware of and follow this approach if they are concerned about a child:
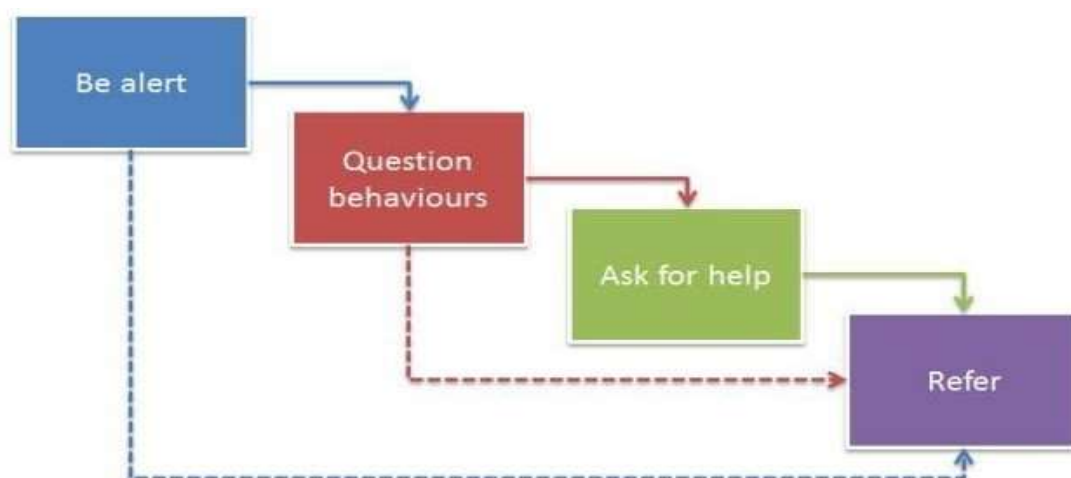
(Taken from 'What to do if you are worried a child is being abused' DfE 2015).

Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol, or experiencing mental health difficulties, or if there is a sudden change in their mental health.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children off site. Children may be at risk of abuse or exploitation in situations outside their families.
Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.

11.   CHILD PROTECTION PROCEDURES – TAKING ACTION

Eden Primary adheres to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures and additional guidance relating to specific safeguarding issues can be found on their website: https://haringeyscp.org.uk/ Where a child is resident in Barnet, the Barnet procedures will apply.
https://thebarnetscp.org.uk/bscp

Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures, set out in this and the following sections, should they identify or have a worry about a child protection issue. **The actions staff and other adults should take if they are any safeguarding concerns about a pupil are all listed below.** This will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).

All staff are made aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

At Eden we recognise that some children have additional or complex needs and may require access to intensive or specialist services to support them.

Action if a child is in immediate danger, suffering harm, or likely to suffer harm

As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or is in immediate danger, they must let the DSL (or in their absence a DDSL) know immediately.

The member of staff must make a record (ideally contemporaneously) of what the child is telling them/has told them and also record this on CPOMs as soon as soon as possible after the alert to the DSL. The handwritten record should be scanned and added to the electronic record (see details under making a record of a concern). It should be retained and passed to the DSL who will keep it locked away.

The DSL, along with the relevant Deputy DSLs, will review the case and decide on the next steps. If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Haringey's or Barnet's (or the LA where the child is resident) Multi-Agency Safeguarding Hub (MASH), and/or the police. Referrals will follow the child's home LA's referral procedures and the expectations set out in KCSIE and in Chapter 3 section 3 of 'Working Together to Safeguard Children' 2023.

If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral. However, one of the DSLs will usually be available by phone. The contact numbers for the MASH team are listed at the beginning of this policy.
During this call you should seek their advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm. During the phone call, if you are a professional working with children, you may be asked to complete a MASH referral form within 24 hours. This should be emailed securely to mashreferral@Haringey.gcsx.gov.uk.

Any member of staff/adult making a **direct referral to the MASH team** must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

Action if a concern about a child is not in immediate danger or risk

Staff must be vigilant at all times. In doing this staff may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share, and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.

We encourage our staff to be vigilant and to nurture professional curiosity – the capacity and communication skill to explore and understand what is happening within a family, rather than making assumptions or accepting things at face value.

Staff must follow school procedures and record the concern on CPOMs. The DSL will ensure that there is continuous monitoring of CPOMs throughout the day so no concerns are missed and any necessary actions are taken. The member of staff and should not hesitate in also discussing their concern with the DSL or Deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

Guidance on receiving a disclosure from a child

Staff should follow this approach: **Receive, Reassure, React, Record**

Receive: Listen to what the child has to say. Allow them time to talk freely and do not ask leading questions.

Reassure the child that they are doing the right thing in telling you. Let them know they are being taken seriously and that nothing they say is or will cause a problem. Do not tell them they should have told you sooner.

React: Stay calm and do not show that you are shocked or upset. If they are not believed or meet with shock, a child or young person may retract what they have said. Do not in any circumstance promise to keep what they have told you a secret. Explain you will have to pass this information on and what will happen next. Be honest with the child/young person. Do not make any promises that you are unable to keep, such as "I'll stay with you", or "Everything will be all right now".

Try to alleviate any feelings of guilt that the child/young person displays, e.g. "You are not alone - you are not the only one this sort of thing has happened to". Acknowledge how hard it must have been for the child/young person to tell you what has happened. Give the child time and a safe place. Be aware that they may fear reprisals for having told somebody. They may feel confusing emotions. Telling is an act of courage as well as an act of desperation. Be careful about what you ask the child; you may taint any evidence being put before a court.

Use open questions, such as, "Is there anything else you would like to tell me?" or "When did it happen**?" Do not ask leading questions, for example "Did s/he……?'**

Record (see below): If possible, make a handwritten record as the child speaks. If this is not possible, make a handwritten record as soon as possible afterwards. Follow the school procedure to also make a report on CPOMS.

Speak to a DSL or deputy DSL immediately if the child is at immediate risk or has been harmed. **Under no circumstances should the staff member undertake any investigation into the concern.**

If you are a staff member receiving a disclosure, identify the support network available to yourself, as certain disclosures can be emotive. This may include speaking to the DSL, or staff counselling services. Ensure strict confidentiality at all times.

Action if a concern about a child has been identified

Making a record of a concern or disclosure
All child protection and safeguarding concerns, discussions and decisions, and reasons for those decisions, should be entered into CPOMs. If the concern is a direct disclosure from a child then this should be recorded in writing so there is a contemporaneous record of the disclosure, which can be used as evidence should a case go to court. Ideally, this should be on a Note of Concern, which can be found at the end of this policy and in *'The Eden Guide to CPOMS'* which is shared with staff each year in September.

- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL. If there is an immediate concern, consult with a DSL before completing the form as reporting urgent concerns takes priority over recording.

- **What to Record**: place, date, time and details of the child/young person involved. Record any noticeable nonverbal behaviour of the child/young person. If the child/young person uses their own words to describe sexual organs/acts, record the exact words spoken. Do not translate them into 'proper' words.

- Use the 'skin map' on the reverse of the 'Note of concern' sheet (Appendix 5) or in CPOMs to indicate positioning, size and location of any injuries you have identified/observed.

- Be objective in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Records should be filled in completely and should be as accurate and factual as possible to be

about exactly what was seen, heard, said or noticed and when. Opinions, assumptions and interpretations **should not** be recorded, as they are clearly separate from the facts. If you do not feel confident to do this yourself, please ask for help.

- Sign and date your record and hand the record without delay to the designated safeguarding lead. A summary of the report should be made on CPOMs and the DSL or deputy informed immediately. Do not destroy these notes; they will be retained by the DSL in a secure place. The court in any legal process may require them.

- Remember confidentiality, and do not discuss your concern with others. Do not discuss your concerns with parents or carers unless this has been specifically agreed and authorised by the Designated Safeguarding Lead.

12. NOTIFYING PARENTS AND CARERS OF CHILD PROTECTION CONCERNS

- Parents/carers will be informed of child protection concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation. Such discussions will be undertaken by the DSL or deputy DSL, although this may be delegated to another member of staff who is part of the safeguarding team, and may be already working with the family.

- The DSL will liaise with Haringey's (or other LA) Multi-Agency Safeguarding Hub (MASH), before making a decision **not** to inform parents/carers of a child protection concern.

- In the event of a request for support to Haringey's (or other LA) Multi-Agency Safeguarding Hub (MASH) being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Haringey's (or other LA) Multi-Agency Safeguarding Hub (MASH). In line with advice, a referral may proceed without parental consent if deemed necessary. Parents/carers will be told where this is the case.

- Parents/carers will normally be notified in the case of allegations of abuse made against other pupils, unless it is unsafe to do so. The same applies to the person(s) the allegation is made against if they are a child.

13. MULTI-AGENCY WORKING

- Eden Primary recognises and is committed to its responsibility to work within the Haringey (or other LA) multi-agency safeguarding arrangements. The leadership team and DSL and DDSLs will work to establish strong and co-operative local relationships with professionals in the safeguarding partners and other agencies and sources of support in line with statutory guidance.
- The school recognises the importance of multi-agency and partnership working and is committed to working alongside all agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Haringey LA processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

14. EARLY HELP ASSESSMENT AND <mark>STATUTORY CHILDREN'S SOCIAL CARE ASSESSMENTS AND SERVICES</mark>

The school works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. In line with *Working together to safeguard children* (2023), we recognise the importance of early recognition and intervention in safeguarding children. The school follows the guidance in paragraph 131 of *Working Together* in conducting effective Early Help assessments.

Staff are trained to be alert to the potential for Early Help, identify children that may benefit from Early Help and raise their concerns with the DSL. For example, Early Help may be appropriate for a child in our school who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is persistently absent from education, including persistent absences for part of the school day;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour;
- is at risk of sexual or criminal exploitation, being radicalised or exploited.

If the DSL views that an Early Help assessment is appropriate, they or the deputy DSL will lead on liaising with other agencies and in setting up inter-agency assessment, as required. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate Early Help support is put in place to support the child.

The DSL will keep all Early Help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey's (or other LA) MASH.

Statutory social care assessments

If a child is suffering, or is likely to suffer from harm we will immediately make a referral to Haringey's (or other LA's) Multi-Agency Safeguarding Hub (MASH) (and if appropriate the police).

Referrals will follow the local referral process and the expectations set out in KCSIE and in Chapter 3 section 3 of 'Working Together to Safeguard Children' 2023.

A children's social care assessment will consider where children are being harmed in contexts outside the home. As part of the referral, we will provide as much information as possible, so that all the available evidence is considered to enable a contextual approach to address such harm.

At Eden, we will ensure we do all we can to support the assessment and, if the child's situation does not appear to be improving, follow the relevant LA's MASH escalation procedures.

15. CONFIDENTIALITY, INFORMATION SHARING AND RECORD KEEPING

Confidentiality

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children. We recognise our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The Headteacher/DSL and DDSLs will share information about a child on a 'need to know' basis to help maintain confidentiality.
- Confidentiality is also addressed in this policy with respect to record-keeping below and allegations of abuse against staff in the section below and in the school's policy.

Information Sharing

- Eden Primary recognises its duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity, as per statutory guidance outlined within KCSIE 2024 and the DfE

Guidance on Information Sharing (May 2024). This is important because information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation and in promoting children's welfare, including in relation to educational outcomes. The safety of the child is always paramount. Any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.

- Staff should never promise a student that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:
    - their disclosure will be taken seriously, and it is not creating a problem
    - their disclosure will only be shared with relevant staff
    - staff will be sensitive to their feelings and concerns
    - their wishes will be heard
    - they will be kept informed of actions and support.

- The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

- Eden Primary has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is complaint with all matters relating to confidentiality and information sharing requirements. Data Protection Officer (DPO), the Turn IT On team: dpo@turniton.co.uk

- DfE Guidance on Information Sharing (May 2024) provides further detail. The 7 'golden rules' for sharing information, and can support staff who have to make decisions about sharing information. It can be found at this link: https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

If staff are in any doubt about sharing information, they should speak to the DSL (or deputies).

Eden Primary School will share, as early as possible, information with regard to the risks and concerns about the safety and welfare of a child. When a decision to share information is made, records will show who has been given the information and why. Effective links with relevant agencies are developed and the school cooperates as required with their enquiries regarding child protection matters, e.g. to provide factual information when attending core groups and conferences as and when required.

Child Protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see Child Protection records, they must refer the request to the DSL/Head Teacher or a DDSL.

Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing contemporaneously (this may be used as evidence if the disclosure becomes a Police matter) on the school safeguarding incident form, or a blank piece of paper, and CPOMS, and passed without delay to the DSL. This should include speaking to the DSL. Handwritten records may be on a plain piece of paper. They could also be written on the 'Note of Concern' form below (Appendix 5) if it is to hand; however this form has largely been superseded by the use of CPOMs. A body map will be completed if injuries have been observed. There is a body map on the 'Note of Concern' form and in CPOMs. Any handwritten records can be scanned into CPOMs but will also be retained securely by the DSL.

- Records must be completed at the time using the child's words and shared as soon as possible after the incident/event. The record must be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority. **Records will include:**

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- the rationale for decisions, including referrals and when referrals were not made.

• If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

• Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL (and DDSLs). Safeguarding records are shared with staff on a 'need to know' basis only.

• Since September 2020 the school uses CPOMs, the online record keeping tool. There is a Guide to using CPOMs for staff that is updated on a termly basis and used for staff training. The guide details practical considerations and procedures to be followed when making records in CPOMS and incorporates lessons learned from experience of practical use. The guide can be found on the school system here: Shared:\Staff\2025-6\SAFEGUARDING.

• Factual written records of all concerns about children, however small, are entered in CPOMS, even where there is no need to refer the matter immediately.

• Records will also be kept in CPOMS of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.

• All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover, or within the CPOMS system. These will be given to the new DSL and a receipt of delivery will be obtained. Eden will not routinely transfer all records from CPOMs but the DSL will consider on a child-by-child basis what records need to be passed on.

• In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

• Clear and secure record keeping also applies to Safer Recruitment; see section 32 below. Safe recruitment practices are always followed and clear and effective records are kept. DBS processes and pre-employment checks are applied consistently and secure records are kept that are consistent with the provision of the Data Protection Act 2018.

16.   STAFF INDUCTION, AWARENESS AND TRAINING

We recognise that safeguarding children is everyone's business. Eden Primary School will ensure all staff, trainees, volunteers and external providers in regulated activity:

• have regular training in safeguarding
• have read statutory documents with regard to safeguarding
• are familiar with the categories, possible signs and the risk factors of abuse.
• understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead or Deputies.

All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2025) which covers safeguarding information for all staff.
- o   School leaders, including the DSL, will read the entire KCSIE document.

- o School leaders and all members of staff who work directly with children will also be expected to read Annex B within Keeping Children Safe in Education 2025.
- o All members of staff are expected to sign to confirm that they have read and understood KCSIE Part One (or Annex A) and Annex B. These forms are kept by the DDSL Deniz Ozturk.

All staff are expected to be aware of systems within our school which support safeguarding. This will be explained to them as part of **staff induction** and updated on a regular basis to ensure they are fully aware of current practice. This includes:

- o safeguarding and child protection policy, policy and procedures to deal with child-on-child abuse

- o Relationships and behaviour policy, Anti-bullying policy, (including cyberbullying, prejudice-based and discriminatory bullying)

- o safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods

- o staff code of conduct – including low-level concerns, Policy for managing allegations against staff and Whistle blowing policy

- o role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Eden Primary aims to keep the profile and importance of safeguarding high with staff, pupils, parents, trustees, visitors and other adults who are associated or work with the school.

All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Basic child protection training will take place annually including online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. In addition, a range of other specific safeguarding issues have been prioritised by leaders as most pertinent to the school. This may include training in Prevent, mental health, child-on-child abuse and domestic violence.

All staff receive regular safeguarding and child protection updates to provide them with relevant skills and knowledge to safeguard children effectively:

- All staff meetings (usually weekly) include a safeguarding component which could be updating knowledge relating to a particular element of practice; new information; reminders; Q&A, scenarios; quizzes etc.
- The headteacher's weekly memo to all staff includes safeguarding information and updates
- Weekly email Safeguarding bulletins eg ECP and Andrew Hall are shared by the DSLs and sometimes with wider staff
- HEP DSLs forums and training sessions often prompt wider sharing of training and information to all staff.

The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.

The DSL/DDSLs will provide regular reports to trustees detailing safeguarding training undertaken by all staff and will maintain an up to date register of who has been trained.

Eden Primary staff will be confident about:
- the school's legislative responsibility;
- their personal responsibility;
- the content of Keeping Children Safe in Education (2025) Part 1 and Annex A and B, and other relevant

guidance and advice documents;

- the school's policies and procedures, including *this Safeguarding and Child Protection Policy 2025-6*, the *Child on Child Policy and Procedures 2025* and other related policies;
- the need to be alert to the signs and indicators of possible abuse;
- the need to show professional curiosity in patterns of behaviour;
- *Relationships and Behaviour policy* and *Anti-Bullying Policy* (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- safeguarding response to children who go missing from education;
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies);
- the need to record concerns, and how to do this;
- how to support and respond to a child who tells of abuse;
- how the school will fulfil its duty of care to staff who have been accused in a child protection issue;
- their duty to raise concerns about poor or unsafe practice in regard to children, and how to use the whistle blowing policy. Such concerns will be addressed sensitively and effectively in a timely manner in accordance with the whistle blowing policy;
- Other specific safeguarding issues that have been prioritised by leaders as most pertinent to the school, including security issues within and when travelling to and from school, security at school, anti-semitism, mental health, family issues, bereavement, domestic violence, child on child abuse.

Eden staff are encouraged to contribute to and shape our safeguarding arrangements and child protection policies through input at staff meetings and training sessions, as well as informally, and through reflecting on practice when concerns are dealt with, highlighting lessons learned.

Eden has in place a comprehensive Safeguarding Training Plan which is overseen by DSLs Helen Graff and Deniz Ozturk. Each year this is used to plan and record training for the year which is detailed in an annual Safeguarding Training Log. These documents are kept on the school system here: Shared\SLT\2025-6\SAFEGUARDING\TRAINING and are shared regularly with the link trustee for safeguarding by the DSL.

Although Eden has a nominated lead trustee on safeguarding, all members of the Board of Trustees will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis. Annual whole staff training provided by the school is for trustees and staff together.

17.   SAFER WORKING PRACTICE

All members of Eden staff are required to work within the clear guidelines on safer working practice set out in our Staff Code of Conduct and this nationally available guidance from the safer recruitment consortium. Professional Working Practices Safer Recruitment Consortium Policies

Staff are made aware of Behaviour management and 'use of reasonable force' policies, and that any physical interventions/use of reasonable force must be in line with agreed policy and procedures and DfE guidance - see section 31 below.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking) and the use of generative AI in their work. Staff will adhere to relevant Eden policies including staff Code of Conduct, online Safety, social media and policies relating to pupils' health and safety.

18.   STAFF SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek

support from the DSL, and all staff are supported by the DSL in their safeguarding role.

The induction process includes familiarisation with child protection responsibilities and procedures to be followed in the event that members of staff have any concerns about a child's safety or welfare.

The school provides appropriate supervision and support for all members of staff to ensure that they are competent to carry out their responsibilities for safeguarding and promoting the welfare of children. All staff are supported by the DSL and DDSLs. As part of the professional development process, staff have regular reviews of their practice to ensure they improve over time.

Our school insurer provides a range of wellbeing services staff can access. The DSL will also put staff in touch with other outside agencies for professional support if they so wish. Staff can approach organisations such as their Union, the Haringey Education Support Partnership or other similar organisations directly.

The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS)(September 2025).

22. ONLINE SAFETY

The use of technology presents challenges and risks to children and adults both inside and outside of school. We will empower, protect and educate the whole school community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in:
- The Online Safety Policy, which includes acceptable use statements for pupils, staff, temporary staff, contractors, volunteers and governors
- Use of Artifical Intelligence Policy (in development 2025-26)
- Social Media policy
- Use of images policy
- Remote Learning policy
- Staff Code of Conduct

Online safety is also referred to and threaded through other policies, including policies for the curriculum, subject teaching, behaviour, child on child abuse and RSE/PSHE. The role and responsibilities of the DSL also clarifies its pertinence and there is clarity about online safety in communications and engagement with parents.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:

o **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

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

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

- o **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If staff feel pupils, students or staff are at risk, it should be reported to the Anti-Phishing Working Group (https://apwg.org/) and to the DSL.

The school is also aware of cybercrime: the use of a computer as an instrument to further illegal ends, such as committing fraud, trafficking in child pornography and intellectual property, stealing identities, or violating privacy. The school is also aware of "algospeak"; referring to code words or turns of phrase as an increasingly common phenomena across the internet as people seek to bypass content moderation tools on social media platforms such as TikTok, YouTube, Instagram and Twitch. For instance, in many online videos, it's common to say "unalive" rather than "dead," "SA" instead of "sexual assault".

The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff, the DDSLs, and specifically the Computing Lead. The DSL has overall responsibility in understanding the filtering and monitoring systems and processes in place. In conjunction with *Turn IT On*, the school has audited its provision for cybersecurity in 2024-25.

Eden Primary School uses a wide range of technology. This includes computers, laptops, tablets, cameras and other digital devices, the internet, our remote learning platforms, Google Classroom and Seesaw, the shared server and email and Teams messaging systems, generative AI, and other digital devices and systems. All school owned devices and systems will be used in accordance with our acceptable use policies and staff code of conduct and with appropriate safety and security measures in place.

We recognise the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2025 and EYFS 2025, appropriate policies are in place that are shared and understood by all members of the community.

Further information reading the specific approaches relating to this can be found in our *Code of Conduct for Staff*, *Online Safety Policy* and our *Acceptable Use Agreements* for staff and pupils which can be found on our website and in Policies on the shared drive. All staff and pupils, except Reception pupils who are deemed to be too young to make this commitment themselves, are expected to sign an acceptable use agreement once a year.

Eden Primary will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place, and that these meet the DfE standards for filtering and monitoring (March 2025). These are:

1. identify and assign roles and responsibilities to manage filtering and monitoring systems
2. review filtering and monitoring provision at least annually
3. block harmful and inappropriate content without unreasonably impacting teaching and learning
4. have effective monitoring strategies in place that meet their safeguarding needs, which also covers use of generative artificial intelligence.

To ensure we meet the standards for filtering and monitoring, we:

- consider the number of and age range of our children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks

- are informed in part, by the risk assessment required by the Prevent Duty

- ensure the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified

- inform all users that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.

- require pupils, staff and visitors if they discover unsuitable sites or material, to follow the school procedures: **If learners or staff discover unsuitable sites or material, they are required to turn off or cover their**

monitor/screen and report the concern immediately to a member of staff. The incident and the URL of the site should then be reported to the Head Teacher and/or DSL and to our IT Consultant from Turn It on either in person or on the phone.

Filtering breaches or concerns identified through our monitoring approaches must be recorded and reported to the DSL and IT consultant. Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.

When implementing appropriate filtering and monitoring, Eden Primary will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

We ensure any use of generative artificial intelligence is covered by the school's filtering and monitoring systems.

Trustees and leaders check regularly on the effectiveness of the filtering and monitoring systems. (Trustees: this is detailed in the *Cybersecurity Audit* document which has been shared with trustees on GovernorHub.) They regularly review the standards and discuss with IT staff from Turn IT On and service providers what more needs to be done to support our school in meeting this standard.

Eden Primary acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

All computing lessons and lessons with devices contain online safety teaching and guidance.
Learners use appropriate search tools, apps and online resources as identified following an informed risk assessment. Learners' internet use is supervised by staff according to their age and ability.
Learners are directed to use age-appropriate online resources and tools by staff.

A comprehensive whole school curriculum for Computing is in place which enables all learners to learn about and manage online risks effectively, as part of providing a broad and balanced curriculum.

Eden Primary has a partnership approach to online safety and supports parents/carers to become aware and alert by providing parents with information in newsletters, curriculum events, online safety training events, etc.

Eden Primary ensures that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach. This includes ensuring they understand the school's acceptable use policy, developing their knowledge of the risks posed by the use of online technologies, and their understanding of applicable roles and responsibilities in relation to filtering and monitoring, cyber security and use of generative artificial intelligence.

The DSL responds to online safety concerns in line with the Safeguarding and other associated policies such as child-on-child abuse and the *Policy for Managing Relationships and Behaviour*.
- Internal sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Eden Primary will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our children face. We will be guided by our partners at Turn IT On and make use of **SWGfL 360 safe** audit tool.

For all further detail regarding online safety, please read our *Online Safety Policy*.

20. REMOTE LEARNING

- Eden Primary will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom, Seesaw. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school staff behaviour policy/code of conduct, Acceptable Use/online safety AND Remote Learning policies. When delivering remote learning, staff will follow our policy and guidance for remote learning which is published on our website.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be informed about who from the school their child is going to be interacting with online and who they contact in case they need help and/or support.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

21.   SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OR HEALTH ISSUES

Eden Primary acknowledges that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and communication barriers and difficulties in managing or reporting these challenges;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionally impacted by safeguarding concerns, such as bullying and exploitation.

Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities. Details of support and provision can be found in the school's SEND policy and annual report.

Eden Primary School will ensure that staff who have responsibility for children with SEND:
- are well equipped to be vigilant to changes in behaviour;
- establish effective communication systems for reporting changes;
- reduce the impact of social isolation;
- target parents towards support for their own needs in coping with their child's SEND;
- teach personal safety skills such as who to tell, good / bad touches and good / bad secrets as part of the PSHE

curriculum. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

At Eden our Inclusion lead and SENDCo is also a DDSL, which strengthens our approach. The DSL will work closely with the Inclusion Lead and other relevant staff to share information and plan, support and monitor as required.

25.   CHILDREN IN NEED OF MENTAL HEALTH SUPPORT

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education. Staff will be given regular training in mental health issues and how to recognise when child's mental health may be at risk.

During 2024-25 **Yifat Johnson, Assistant Head**, **was trained to be the Senior Mental Health Lead** and to have the knowledge and skills to promote and lead on wellbeing and mental health across the school.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying and mental health strategy.

The school has in place a range of ways to support children's mental health both within and beyond the school. To support children's mental health the school offers regular training for all staff, employs a trained Emotional Literacy Support Assistant (ELSA), has access to art therapy, Lego therapy etc. and can signpost families to a range of additional services.

23.   PROTECTING AND SUPPORTING MORE VULNERABLE CHILDREN: CHILDREN IN NEED OF A SOCIAL WORKER (CHILD IN NEED AND CHILD PROTECTION PLANS)

We recognise that pupils may need a social worker due to safeguarding or welfare needs. They may need help due to abuse, neglect, exploitation and/or complex family circumstances. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

We recognise that children who have been abused or have witnessed violence towards others may find it difficult to develop a sense of self-worth. They may feel helpless, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk.

We recognise that some vulnerable children may develop abusive behaviours, and that these children may need to be referred on to other services for appropriate support and intervention.

Additional measures of care are in place for children on, and sometimes formerly on, Child in Need and Child Protection Plans, including:
- notifying social care if there is an unexplained absence of a pupil who is on the child protection register;
- ensuring the school behaviour policy is aimed at supporting vulnerable pupils in the school – i.e. the school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse they may have been subject to;
- liaison with other agencies that support the pupil such as social care, the Child and Adult Mental Health

Service (CAHMS), the Attendance and Welfare Service and the Educational Psychology Service.

The DSL and all members of staff work with and support social workers to help protect these and all vulnerable pupils. The DSL will liaise with the social worker to ensure any decisions are made in the best interests of the child's safety, well-being, welfare and educational outcomes.

24.   LOOKED-AFTER CHILDREN AND PREVIOUSLY LOOKED-AFTER CHILDREN

Eden Primary will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe. At the time of updating this policy, September 2025, Eden Primary has no looked-after or previously looked-after children on roll.

The DSL has details of a child's social worker and relevant Virtual School Heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.

The school has appointed a designated teacher, DDSL Kate Caplan, who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The designated teacher will have the relevant qualifications and experience and receive appropriate training to perform the role. The designated teacher will:
- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with Virtual School Heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child's well-being and progress. This includes the statutory duties of the Virtual School Heads (extended in June 2012 Promoting the education of looked-after and previously looked-after children - GOV.UK (www.gov.uk)and the non-statutory responsibility (Children's social care: virtual school head role extension - GOV.UK (www.gov.uk) updated in March 2024) for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

25.   CHILDREN WHO ARE ABSENT FROM EDUCATION

•   All staff should be aware that children being absent from school, particularly unexplainable, prolonged, repeat and/or persistent absences from education can act as a vital warning sign of a range of safeguarding possibilities. These might include:
  o   neglect
  o   child sexual abuse or exploitation and child criminal exploitation – particularly county lines
  o   mental health problems
  o   substance abuse
  o   radicalisation
  o   FGM or forced marriage.

See also information in Appendix 3 of this policy or KCSIE Annex B.

Eden Primary accepts the importance of its responsibility to pupils with unexplained and prolonged periods of absence keeping them safe and in reducing the risk of them becoming a child missing from education in the future. This includes pupils where problems are first emerging and also those already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), or where being absent from education may increase known safeguarding risks within the family or in the community.

Children Missing Education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils through a twice daily register, 'first day' absence calls to families where a child is absent and school have not been informed, further follow-up calls, letters or emails home and home visits.
- The school has robust procedures in place for monitoring the whereabouts, wellbeing and safety of pupils who are absent from education, particularly on repeat occasions and/or prolonged periods. Any concerns will be acted on as safeguarding and following the school safeguarding procedures. This is set out in the school's *Attendance Policy.*
- The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being and safety of pupils. The school will ensure it holds at least 2 emergency contacts for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil. We will regularly update contact information to ensure it is accurate.
- Our attendance is reported daily to the DfE using Wonde.
- We inform Haringey Education Welfare Service of the details of pupils who are persistent offenders
- We inform the Education Welfare Service immediately of any pupil who has been absent for 5 consecutive days, and despite the efforts of school staff, the family have not been located. This may include a home visit by school staff to verify the pupil's whereabouts. The EWS will then conduct further checks.
- We will not remove a child from the admission register until another school has requested the unique pupil number for that child or we have liaised and referred the case to the education welfare service who has agreed to the removal from the school roll.
- We follow the CME guidance to ensure that no pupils are off rolled until a new school is confirmed.
- If there are concerns about the attendance of a child who is subject to a child protection plan or who is looked after by the local authority, the school will also inform the child's social worker.
- If a parent reports that their child has gone missing from home, we will ensure this has been reported to the police. If a child absconds from school during the course of the day, the parent will be informed, and if necessary, or if the pupil cannot be located, the police will also be informed.
- As required, we will arrange full-time education for any pupil on a fixed term exclusion, from the sixth school day of the exclusion.

For further detail, please see the *Attendance Policy.*

26.   CHILD-ON-CHILD ABUSE

All concerns regarding child-on-child abuse will be dealt with under the school's *Child-on-Child Abuse Policy* which should be read and understood by all staff. The policy details carefully the steps which should be taken in dealing with any allegation of child-on-child abuse and staff should not proceed without following it closely.

All members of staff at Eden recognise that children can abuse their peers. This can happen both in and out of school and online. All children who have been harmed will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy. Occasionally, concerns or allegations may be raised by pupils about their peers which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:

- that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on- child abuse

they should speak to their designated safeguarding lead (or deputy).
- the importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.
- that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.

In line with KCSIE 2025 the school recognises that child-on-child abuse is likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, particularly if pre-planned
- sexual violence
- sexual harassment
- 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- encouraging other children to engage in inappropriate sexual behaviour

Paragraph 33 fully details the types and forms of child-on-child abuse can take that staff should be aware of and these can be found in the school's child-on-child abuse policy and in Appendix 3 of this policy.

When responding to concerns relating to child on child sexual violence or harassment, school will follow the procedures set out in the school's child-on-child abuse policy. This follows the guidance outlined in KCSIE 2025 Part 5.

The school recognises consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy). The school will follow its protocol which follows the following advice DfE Searching Screening and Confiscation Advice (updated July 2023) and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings. (updated March 2024)

Eden staff will always remain mindful that children may not find it easy to tell staff and may instead show signs in ways they hope adults will notice and react.

27.   CHILDREN WHO ARE LESBIAN, GAY, BISEXUAL OR GENDER QUESTIONING
This section is under review pending the outcome of the 'gender questioning children' guidance and we await further policy guidance from the DfE.

A child or a young person within Eden Primary may be lesbian, gay, bisexual or gender questioning. This is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, Eden Primary is aware that the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, or diagnoses of autism and/or ADHD.

Eden Primary therefore recommends that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

At Eden Primary, a cautious approach is taken. We consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. We refer to the DfE Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

At Eden Primary, we recognise that risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

LGBTQIA+ awareness forms part of the school's duty under the Equality Act.

28. GANGS, COUNTY LINES, SERIOUS VIOLENCE, CRIME AND EXPLOITATION

Eden Primary recognises the impact of gangs, county lines, serious violence, crime and sexual exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.

All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively (see further information in Appendix 2):

- unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education
- change in friendships/relationships with others/groups
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- significant decline in performance
- signs of self-harm/significant change in wellbeing
- signs of assault/unexplained injuries.

'County Lines' refers to the use of children to conduct illicit activities normally for urban gangs, to allow them to operate in coastal or suburban areas Criminal exploitation of children and vulnerable adults (Jul 2017)

29. FEMALE GENITAL MUTILATION (FGM), FORCED MARRIAGE AND HONOUR BASED ABUSE

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. FGM is carried out on children between the ages of 0-15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health. FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK. The **FGM mandatory reporting duty is a legal duty** provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015).

All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms, the actions they must take and the MANDATORY duty to reporting any concerns to the Police.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on **teachers**. If a teacher or member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out (or maybe carried out) on a girl under the age of 18, the teacher/member of staff **must** report this to the police. See Appendix B for further details of this so-called 'honour'-based abuse and forced marriage.

School staff will be made aware of the signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk or is imminent will be dealt with under the child protection procedures in this policy. KCSIE and the legal duty refers only to teachers but in our school staff in a range of roles provide support to pupils. Eden Primary is clear that this is everyone's responsibility.

Our school staff also need to be vigilant to the emotional and psychological needs of children who may be/are suffering the adverse consequence of the practice (e.g. withdrawal, depression etc).

The DSL will refer to social care if FGM is suspected to be a possibility and will support the teacher/staff member to make a report to the police if it is believed to have taken place. In these cases, parents will not be informed before seeking advice. The case will still be referred to social care even if it is against the pupil's wishes.

A **forced marriage** is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. **Forcing a person into a marriage is a crime in England and Wales.** School and college staff can contact the **Forced Marriage Unit** if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

So-called **"Honour-based"** abuse is a term that embraces a variety of crimes, mainly but not exclusively against women, including assault, imprisonment and even murder where the person is being punished by their family and their community – children and young people are being punished for supposedly undermining what the family or community believe to be correct behaviour.

All cases of disclosures or concerns relating to forced marriage/honour based abuse will be reported directly to the DSL and the Police. Information and advice will be sought from the MASH and referrals made to early help or social care where appropriate.

30.   PREVENTING RADICALISATION

This section reflects the 2023 Prevent Duty guidance and Prevent Duty guidance for those with safeguarding responsibilities

At Eden Primary we have a duty to prevent pupils from being drawn into terrorism. We recognise that:
- there is no single route to radicalisation. However, there are some behavioural traits that could indicate that a learner is susceptible to radicalisation into terrorism.
- radicalisation is not a linear process. Learners may express a combination of behaviours at different times.

The DSL (and DDSLs) will:
- take any concerns about the potential radicalisation of a pupil seriously, and take the same approach as any safeguarding concern.

- consider an individual's behaviour in the context of wider influencing factors and vulnerabilities.
- In most cases, speak with the pupil and their parents or carers
- consider contextual, vulnerability and protective factors to make a comprehensive assessment of risk and harm.
- keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

The DSL or member of the safeguarding team will undertake additional Prevent awareness training and make sure that staff are also appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.

The DSL (and any deputies) are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school's wider safeguarding obligations. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. An individual will be required to provide their consent before any support delivered through the programme is provided.

Helen Graff, DSL, is assigned as the school's Prevent Lead and will ensure a detailed Prevent Risk Assessment is undertaken and reviewed at least annually, based on the DfE risk assessment template and advice Prevent duty: risk assessment templates - GOV.UK (www.gov.uk). This includes the risks posed by pupils' access to the internet and social media and the school's mitigating actions, such a monitoring and filtering internet use.
Appendix 2 sets out more details for staff on preventing radicalisation.

31.   PHYSICAL INTERVENTION, INCLUDING 'USE OF REASONABLE FORCE'

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

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we recognise the additional vulnerability of these groups. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we try to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Staff must follow the *Policy for Managing Relationships and Behaviour* and *Positive Handling Policy*. Any physical interventions/use of reasonable force must be in line with agreed policy and procedures as well as national guidance.

Many Eden staff have been trained by *Team Teach* in safe handling in line with our policy. This includes the use of physical restraint, positive behaviour supports and techniques to defuse crisis and conflict situations.

Training is recurrent, with annual updates. These may be in school or with other organisations. It will include information about the effects of medications pupils may be receiving and how restraint might affect the physical wellbeing of the pupil, and methods for monitoring a pupil's well-being during restraint.

The school has developed a policy which includes the use of reasonable force, the *Positive Handling Policy*, which will enable and support staff to make appropriate physical contact. This follows DfE guidance in the use of reasonable force, and includes:

- response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or

with medical conditions,

- duties under the Equality Act 2010 in relation to making reasonable adjustments, non- discrimination and their Public Sector Equality Duty
- positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Helpful guidance (updated in February 2022 and supported by the DfE) can be found on the Safer Recruitment Consortium website. (saferrecruitmentconsortium.org).

Working on a one-to-one basis with children
This must always take place in a room where staff can be seen and / or heard from outside the room with the door open or appropriate window provision for viewing.

Use of personal mobile phones during school hours
All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff Code of Conduct, Online Safety Policy, and Social Media Policy.

Personal mobile phones should not be used in class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices in the staff room. If members of staff use their equipment in this way, they are still expected to follow professional standards and abide by the Code of Conduct. Personal phones/other devices must not be used to take photographs of school activities. Staff should always use school-owned cameras or tablets if taking photographs of children.

Changing Pupils who have wet or soiled themselves (not SEN pupils)
If a child has wet or soiled themselves due to illness, the parent should be called to collect the child. If this will result in a delay, then the child will be changed by school staff. The procedure for changing a child who has wet themselves should be followed:

- member of staff collects clean clothing and wet wipes if required.
- child undresses themselves as appropriate in one of the toilet cubicles.
- member of staff waits outside the toilet cubicle.
- if the child needs assistance, the member of staff will call another member of staff in their phase to assist.
- both members of staff must be within sight of each other and the dignity of child maintained at all times.

Changing Pupils who have wet or soiled themselves (SEN pupils)

When changing children who require intimate care, it is ideal, although not always practical, that there are two members of staff who are involved in this. Staff should follow the guidance outlined above. All changing of pupils must only be carried out by teachers, teaching assistants, midday supervisors or office support staff directly employed by the school. Volunteers, work-experience students, teacher training students, sports coaches and consultants must never change any pupil or provide any sort of intimate care.

32.   PROACTIVELY CREATING A SAFE ENVIRONMENT

At Eden we place the highest priority on promoting a culture of safeguarding across all areas of school life and maintaining a school environment where children are safe and feel safe.

Pastoral support
We recognise that high self-esteem, confidence and good lines of communication with a trusted adult help to protect children. We aim to equip our children with the recognition, language and skills needed to keep themselves safe.

Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their

concerns will be taken seriously and acted upon as appropriate. We ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty, and trust that their concerns will be taken seriously and acted upon as appropriate.

We also ensure children know that there are adults in trusted positions external to the school, e.g. police or doctor, whom they can approach if they are worried or in difficulty and trust that their concerns will be taken seriously and acted upon as appropriate. At regular intervals throughout the school year, and near holiday times, we reiterate to children the support available to them through organisations such as Childline. We encourage them to identify their trusted adults both in and out of school, and we revise personal safety messages.

Regular letters and advice, appropriate to the age and stage of development of their child, are also sent to parents regarding staying safe, so that they can act with the school as safeguarding partners.

Our efforts to maintain a safe and secure environment also include:
- Monitoring the attendance and welfare of students and work with other agencies when issues are presented
- Engaging with Early Help as an effective support tool to avoid the escalation of risky behaviours within families.
- Maintaining vigilance and carry out all our duties in full with regard to Health and Safety (see
- Health and Safety policy, Risk Assessments)
- Establishing and maintaining contextual safeguarding – considering whether wider environmental factors are a threat to any child's safety and/or welfare. (eg being aware that our children leave school alongside older children from Fortismere secondary school; teaching children how to stay safe in the woods, on local public transport, etc.)

Curriculum, teaching and learning and staying safe
We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. This is a crucial part of preventative education.

The school has put in place a whole school approach to helping pupils understand how to keep themselves safe. This aims to prepare pupils and students for life in modern Britain and promotes a culture of strict accountability against sexism, racism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

The school's approach to teaching pupils about safeguarding, including online safety, is part of providing a broad and balanced curriculum. The detail of this is set out in detail in the policy/policies for Curriculum/RSE/PSHE/online safety. The school makes use of published guidance to develop and deliver this provision, including for RSE, PSHE, and teaching online safety.

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others. We aim to equip children with the knowledge and skills they need to recognise and avoid risky behaviour in the real and virtual world.

The school recognises that one size does not fit all and takes a personalised and contextualized approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices.

The school has implemented the mandatory DfE Relationships and Sex and Health Education curriculum. The school is embedding this into all aspects of the curriculum to ensure equality, age-appropriate and full experiences for all pupils.

During 2025-26 the School Development Plan makes provision for publishing a *Stay Safe Curriculum* which will provide a clear overview of all teaching about staying safe across the different subjects. This overview will include how the

curriculum is built up through learning in subject lessons, computing lessons, PSHE, RSE, class discussion time, assemblies and special events, such as event weeks/days, visits/visitors and the use of specialist organisations.

Our school systems support children to talk to about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

33.   ALTERNATIVE PROVISION

From time to time children may be dual registered at Eden and with another education provider, eg Haringey Learning Partnership provision such as the Primary Nurture Hub, or Barnet's Pavilion Hub. This applies mainly to children with SEN needs and/or disabilities.

Eden recognises the additional vulnerabilities of these pupils and that the responsibility for their safeguarding remains with our school. We will check to ensure the provider meets the needs of each pupil and there is regular communication on their welfare, well-being and safety. All placements are reviewed on a regular basis to ensure the welfare and education needs to pupils are being met and that pupils are benefiting from the placement. We will check with alternative providers at least termly that safer recruitment requirements are being met and that all the appropriate checks have been carried out on any adults working or volunteering in the provision that they are deemed suitable to work with children. We expect the alternative providers to confirm in writing that all the appropriate checks have been carried on staff and volunteers and also to notify the school of any changes to staffing.
We have put in place systems (below) to ensure there is regular and ongoing communication between the school and the alternative provider in relation to pupils' safeguarding , welfare, well-being and progress.
This also applies to children who cannot attend school for health reasons, and will be considered on a case-by-case basis.

Eden will apply the following additional safeguarding measures for each individual child placed in alternative provision:

- At the start of the placement, Eden's DSL team will clarify with the professionals in charge of the child in alternative provision a named person in both locations (a DSL or DDSL) who will be responsible for safeguarding for this child;
- These two professionals will share any relevant safeguarding information at the start of the placement, including any safety plan or behaviour plan in place;
- Daily attendance notifications will asked for, so that we know the whereabouts of the pupil at all times;
- They will maintain regular information sharing as and when developments occur;
- Following any concern or disclosure by a child/regarding a child being educated off-site, the named professional will ensure full information sharing on both sides through an initial TAF meeting, which will be recorded in CPOMS at Eden;
- At this initial TAF meeting, it will be established who is leading the investigation and actions for each party will be allocated and recorded in CPOMS;
- Progress of any case will be monitored frequently and regularly, keeping dated records in CPOMS;
- Should another party not be following up as we deem necessary at Eden, our named DSL/DDSL will intervene and escalate the process without delay.

34.   ELECTIVE HOME EDUCATION

If a parent/carer wishes to educate their child at home the school will provide advice and support to help parents make the right decision in the best interests of their child. This will include discussion with parents and other professionals, awareness of the additional needs of children with SEND and/or social worker, transition support, and informing the LA. This may be discussed with the Education Welfare Officer. There is a legal requirement to notify the

LA on removal of the pupil from the school roll.

In line with KCSE paragraph 179, Eden Primary recognises that elective home education may not be an overwhelmingly positive experience and can mean for some children that they are not in receipt of suitable education. Also, that a child is less visible to the services that are there to keep them safe.

35.   PRIVATE FOSTERING AND HOST FAMILIES

Private fostering is defined as when someone who is not a parent or a 'close relative' (eg. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to the LA any such arrangements the school learns about and will work with the Virtual School Head to promote the achievement and wellbeing of pupils in kinship care.

Privately fostered children can include:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Asylum seeking and refugee children
- Teenagers who, having broken ties with their parents, are staying in short-term arrangements with friends or other non-relatives
- Children of prisoners placed with distant relatives
- Language students living with host families
- Trafficked children

Private foster carers and those with parental responsibility are required to notify LA children's social care of their intention to privately foster or to have a child privately fostered or where a child has been privately fostered in an emergency.

36.   SAFER RECRUITMENT

Eden Primary is committed to developing a safe culture and that all steps are taken to recruit staff and volunteers (including agency staff, contractors and third party staff) who are safe to work with our pupils and staff.

The governing body and leadership team are responsible for following Keeping Children Safe in Education (2025) Part 3 which outlines safer recruitment processes in education settings, and guidance from the Disclosure and Barring Service (DBS).

Eden's governing body ensures that at least one person on any appointment panel has undertaken safer recruitment training as advised by their LSCP. Eden Primary will inform shortlisted candidates that online searches will be carried out as per KCSIE 2025.

We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.

We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

The Single, Central Record

The school maintains an accurate Single, Central Record (SCR) in line with statutory guidance. We are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

The details of all staff and regular visitors or volunteers are kept on the school's SCR to ensure that the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- Full name and address checks
- a barred list check
- an enhanced DBS with barred list check
- a prohibition from teaching check
- Photo ID
- further checks on people living or working outside the UK
- a check of professional qualifications
- a check to establish the person's right to work in the UK/visa details
- Self-declaration of disqualification by association/ disqualification from early years or childcare provision self-declaration form

The single central record is maintained by the school business manager who is also a deputy DSL, and is checked termly by the Headteacher (DSL) and governor responsible for safeguarding to ensure there are no gaps in the record.

See the full *Safer Recruitment Policy*.

37.   CONCERNS AND ALLEGATIONS AGAINST MEMBERS OF STAFF AND ADULTS IN SCHOOL.

Eden Primary recognises that it is possible for any member of staff or adult working on behalf of the school, including volunteers, governors, contractors, agency and third party staff (including supply teachers), visitors and contractors, to behave in a way that:

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

At Eden Primary we have processes in place for continuous vigilance, so we can maintain environment that deters and prevents abuse and challenges inappropriate behaviour. To do this we aim to create the right culture and environment so that staff feel comfortable to discuss matters both within and, where it is appropriate, outside the workplace (including online) which may have implications for the safeguarding of children. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistle blowing - see section below.

Allegations should be referred immediately to the Headteacher who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

Any concern about, or allegation made against a member of staff must be reported straight away to the Headteacher, Helen Graff helen@edenprimary.org.uk who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken. In cases where the head teacher is the subject of a concern or allegation, this must be reported to the Chair of Governors, Steve Miller, chair@edenprimary.org.uk who will contact the LADO.

The school's procedures are consistent with local safeguarding procedures and practice guidance. In line with KCSIE

2025, we have policy and procedures in place that covers:

- Allegations that may meet the harms threshold
- Concerns that do not meet the harm threshold
- Those who have behaved in a way that has harmed a child, or may have harmed a child and/or
- Those who have possibly committed a criminal offence against or related to a child, and/or
- Those who have behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Those who have behaved or may have behaved in a way that indicates they may not be suitable to work with children

Further details are in KCSIE part 4. Please see the *Policy for Managing Allegations against Staff and Volunteers*.

38. DUTIES OF REFERRAL

Duty to refer to the Disclosure and Barring Service

Eden Primary has a legal requirement to refer to the Disclosure and Barring Service (DBS) where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults,
- satisfied the harm test in relation to children and/or vulnerable adults; or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.

When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.

The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

Duty to consider referral to the Teaching Regulation Agency

If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will be given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

This policy applies regardless of whether any alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police. We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

39.. WHISTLE BLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing, and potential failures in the school safeguarding regime. The leadership team at Eden Primary School will take all concerns or allegations received seriously.

Wrong-doing covered by this 'public interest disclosure' includes:

- someone's health and safety in in danger
- damage to the environment
- a criminal offence (e.g. fraud)
- not obeying the law;
- covering up wrong-doing
- misusing public funds
- actions that negatively affect the welfare of children

All members of staff are made aware of the school *Whistleblowing Policy* which can be found on the school shared drive in Policies. All staff sign to say they have read and understood this policy. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Making allegations about a colleague that is later proven to be unsubstantiated, may be considered a disciplinary offence.

The DfE provides advice to staff who feel they need to raise concerns: Whistleblowing procedure for maintained schools Whistleblowing procedure for maintained schools and Whistleblowing for employees - GOV.UK (www.gov.uk).

Staff may raise concerns with:
- a Line Manager
- a specified person (or Trustee) in school such as the headteacher or DSL
- their Union or Professional Association

Specific ways of raising concerns at Eden are detailed in the *Whistle blowing policy* referred to above. Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

40. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided under the direct supervision/management of Eden staff the school arrangements for child protection will apply. During before and after school activities, the school's arrangements for child protection as written in this policy will apply.

Where services or activities are provided separately by another body using the school premises, (eg extended schools providers, clubs) the Head Teacher and Board of Trustees will:

- seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding
- checks have been made in respect of staff and volunteers.
- put in place arrangements for the organisation to liaise with the school on safeguarding matters
- include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. An application to use premises may be refused.

These arrangements apply regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The above applies in the case of an extended school service or club taking place off school premises but as part of the school's extended school offer. (eg in Coldfall Woods, on a nearby sports pitch).

The school will follow its safeguarding policies and procedures, including informing the LADO, relating to any incident(s) that happen when an individual or organisation is using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).

For further guidance see After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK (www.gov.uk).

41.   SITE SECURITY AND ARRANGEMENTS FOR VISITORS

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

Eden Primary employs the services of *First Class Protection* to provide security services to our site and, at all times and in all procedures, follows the guidance of the *Community Security Trust* (CST). https://cst.org.uk/

Our security protocols prohibit any individual who is not known or identifiable from gaining access to our site. However, staff should respectfully challenge any individual they do not know with a 'Can I help you?' if they are not accompanied by a member of school staff. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within in paragraphs 303-308 of KCSIE 2025.

Regular security training and updates are given to all staff and parents at Eden. All security training is endorsed by CST. SLT and premises staff attend security training updates at CST from time to time and their learning is incorporated into our security procedures.

CCTV is monitored constantly by our security team and regular outdoor checks are made, including checks of the immediate area surrounding the school and of Coldfall Woods.

Appropriate checks are undertaken in respect of visitors and volunteers coming into school as outlined in KCSIE. Visitors are required to sign in and out via the office visitors log and to wear a visitor's badge on a lanyard whilst on site. Visitors with a DBS check that has been seen by Eden staff wear a green lanyard, those without a checked DBS, a red lanyard. Children are taught that they can be with a green lanyard person without a member of Eden staff, but that a red lanyard visitor must be accompanied by a member of staff. Visitors will be provided with a leaflet outlining the school's safeguarding and child protection arrangements.

We will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (eg for multiple sessions).

Prior to the visit the content of the session will be discussed and it will be made clear to the visitor that behaviour management is the responsibility of the school staff who will remain present at all times.

42.   EYFS

Eden Primary recognises its duties to safeguard under the Statutory Framework for the Early Years Foundation Stage.

EYFS statutory framework for group and school-based providers

The whole of this Safeguarding and Child Protection Policy and all school policies apply in the EYFS as they do across the school.

Staffing and supervision requirements of the EYFS are met as are the requirements for the suitable qualification of staff.

Aspects of this policy with regard to safer working practice, behaviour management and safe touch apply in the EYFS as they do across the school.

Staff, leaders and managers oversee the safe use of electronic and social media by staff and learners according to all school policies and take action immediately if they are concerned about bullying or risky behaviour.

Our Policies sit within the Equality Act 2010. Equality Act 2010 requirements apply to everyone, but are now written into the EYFS framework to ensure the fair and equal treatment of staff.

Children are suitably supervised while eating – risk assessment and ratios are focused on mealtimes, especially the risk of choking (e.g. prevention, rapid response).

The stay safe curriculum in EYFS includes helping children learn about the importance of good oral health. This is based on NICE guidance 2020.

Individuals who have not undergone all safer recruitment checks/suitability checks are not allowed unsupervised contact with children.

Staff seek medical advice where they are taking medication that may affect their ability to care for children, and are only allowed to work directly with children if medical advice confirms the medication is unlikely to impair their ability to do so.

At least 1 person with a current paediatric first aid (PFA) certificate is on the premises and available at all times children are present, and accompanies children on outings.

The PFA training is renewed every 3 years and is relevant for workers caring for young children
Indoor space requirements are adhered to and access to an outdoor play area is provided, or outdoor activities are provided on a daily basis.

A written procedure for dealing with concerns and complaints is in place and written records of all complaints, and their outcomes, are kept. Written complaints relating to the EYFS requirements are always investigated. Complainants are notified of the outcome of the investigation within 28 days of receipt of the complaint. The record of complaints is made available to Ofsted on request. Parents are given information about how to contact Ofsted if they believe the EYFS requirements are not being met.

43.   COMPLAINTS

Eden Primary has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the school website and in the policies folder of the shared folders on the school system.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Policy on

Managing Allegations against Staff and Volunteers.

44. POLICY COMPLIANCE, MONITORING AND REVIEW

This policy is reviewed at least annually by the designated safeguarding leads and governing body, which has responsibility for oversight of safeguarding and child protection systems. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.

All stakeholders, including all staff, volunteers, governors, temporary or third-party agency staff, volunteers and persons who regularly work with children in this school will read, and are expected to act within, this policy.

All staff read and agree to abide by the policy during their induction. At this time, and when updates occur, they also read, and sign to say they have read and understood, Keeping Children Safe in Education (2024) Part 1 and Annex B. This is at least annually in September but may also be at other times. These documents can be found in the Shared/Staff/2024-25/Policies folder on the school system.

The DSL and DDSLs meet weekly as a Senior Leadership Team. The meeting includes review of all safeguarding cases, a check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans. Any emerging concerns around attendance, behaviour, peer relationships and concerns raised by staff are noted and plans made to address these.

The whole staff team meets weekly and safeguarding training and relevant issues are reviewed in most weekly meetings.

A member of the Senior Leadership Team makes a thorough review of behaviour incidents in CPOMs every six weeks to check and review any emerging patterns which may suggest a safeguarding concern. This is discussed with SLT and reported (anonymised; mindful of confidentiality issues) to the Achievement Committee of the Governing Body.

The Designated Safeguarding Lead provides regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.

The Board of Trustees understands its responsibilities and duties as set out in KCSIE to ensure the effectiveness of the school's safeguarding arrangements in including those for online safety. In addition to the regular reports on safeguarding provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements. This will include: meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/or surveys, use of an audit tool, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life (such as subject meetings or SENCo meeting), termly checks of the SCR, review of school data and use of an external consultant.

Visitors, contractors and supply staff are informed of safeguarding systems on arrival at the school via a safeguarding leaflet.

Families are encouraged to be familiar with this policy via the school website. https://edenprimary.org.uk/ Copies of this policy and its associated documents are available from the school office.

45. LOCAL SUPPORT

All members of staff are made aware of the local support available.

Haringey's Multi-Agency Safeguarding Hub (MASH).
Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm
020 8489 4470
Out of office hours, including weekends:
020 8489 0000
Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999

Contact details for Online Safety in the Education Safeguarding Service Early Help
Haringey West Locality 020 8489 5814
https://www.haringey.gov.uk/children-and-families/early-help

Contact details for the Haringey LADO, Carline Benoit
lado@haringey.gov.uk

Integrated Children's Services
Haringey's Safeguarding Team

Met Police
101 or 999 if there is an immediate risk of harm

Haringey Safeguarding Children Multi-Agency Partnership (Haringey LA) https://haringeyscp.org.uk/

Adult Safeguarding
Adult Social Care Email: firstresponseteam@haringey.gov.uk or call on 020 8489 1400

Barnet Multi Agency Safeguarding Hub (MASH) 0208 359 4066 Out of hours 0208 359 2000
mailto:mash@barnet.gov.uk
The MASH team are available Monday to Thursday 9 am to 5.15 pm and Friday 9 am to 5 pm. 2 Bristol Avenue Colindale London NW9 4EW

Barnet Local Safeguarding Children Partnership https://thebarnetscp.org.uk/bscp Email bscp@barnet.gov.uk

Appendices follow

Appendix 1: Categories & Indicators of Abuse, Neglect and exploitation

All school and college staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
Children may be abused by an adult or adults or by another child or children.

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.

Signs that MAY INDICATE physical abuse
- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These
may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from 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.

Signs that MAY INDICATE emotional abuse
- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted

- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Signs that MAY INDICATE Sexual Abuse
- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE neglect.
- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Special Circumstances
The London Child Protection Procedures, 4th Edn (2010) outlines response to special circumstances in child protection

cases, including issues such as:

- Bullying
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Foreign exchange visits
- Gangs, serious youth violence and violent extremism
- 'Honour'-based violence
- Information and communication technology (ICT)-based forms of abuse
- Missing from care and home
- Not attending school
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Self-harming and suicidal behaviour
- Sexually active children
- Sexually exploited children
- Spirit possession or witchcraft
- Trafficked and exploited children
- Young care

Appendix 2: Job descriptions of the DSL and DDSLs

Annex C of KCSIE sets out the following roles and responsibilities of the appointed DSL and any DDSLs.

- **Manage referrals**

  The designated safeguarding lead is expected to refer cases:

  o of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care

  o to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme

  o where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required,

  o where a crime may have been committed to the Police as required. NPCC 'When to call the police' should help understand when to consider calling the police and what to expect when working with the police.

- **Working with others**

  The designated safeguarding lead is expected to:

  o act as a source of support, advice and expertise for all staff

  o act as a point of contact with the safeguarding partners

  o liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

  o as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member

- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college154. This includes:
- ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort,
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

- **Information sharing and managing the child protection file**

  The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Concerns and referrals are kept in a separate child protection file for each child. Records will include:

  - a clear and comprehensive summary of the concern
  - details of how the concern was followed up and resolved
  - a note of any action taken, decisions reached and the outcome.

  They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in section XX of this policy.

  Where children leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) are aware as required.

  In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

- **Raising awareness**

  The designated safeguarding lead should:

  - ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
  - ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
  - ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
  - link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and

- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

- **Training, knowledge and skills**

  The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) will also undertake Prevent awareness training. Training will provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

  - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
  - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
  - understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
  - understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
  - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
  - understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
  - understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
  - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
  - can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
  - obtain access to resources and attend any relevant or refresher training courses, and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

  In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

- **Providing support to staff**

  Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

  - ensure that staff are supported during the referrals processes, and
  - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- **Understanding the views of children**

  It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them

- o 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 the safeguarding partners, other agencies, organisations and practitioners
  - o understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
  - o be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

- **Holding and sharing information**
  - o The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:
  - o understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
  - o understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
  - o be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Appendix 3: Specific safeguarding issues (KCSIE Annex B)

This text is taken from Annex B of KCSIE which contains further important additional information about specific forms of abuse and safeguarding issues.

KCSIE states:

School leaders and those staff who work directly with children should read this Annex.

As per Part One of KCSIE, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow the school's child protection policy and speak to the designated safeguarding lead (or a deputy) - see section 11 of this policy.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Contact details are given in table at front of this policy.

Child abduction and community safety incidents
Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual

exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions

- associate with other children involved in exploitation

- suffer from changes in emotional well-being

- misuse alcohol and other drugs

- go missing for periods of time or regularly come home late, and

- regularly miss school or education or do not take part in education.

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

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and

- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in

Home Office guidance: Child sexual exploitation: guide for practitioners

County lines
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home

- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime)

- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection

- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity

- owe a 'debt bond' to their exploiters

- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals.

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.

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.

Children who are absent from education
All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, socalled 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

Children with family members in prison
Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded

- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,

- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to

13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects

- Refuge what is domestic violence/effects of domestic violence on children

- Safe Young Lives: Young people and domestic abuse | Safelives

- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation: here.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the Mental health and behaviour in schools guidance, colleges may also

wish to follow this guidance as best practice. Public Health England.[1] has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Every Mind Matters for links to all materials and lesson plans.

Modern Slavery and the National Referral Mechanism

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

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation[2] is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism[3] is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard[4] to the need to prevent people from becoming terrorists or supporting terrorism".[5] This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

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[1] Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged.

[2] As defined in the Government's Prevent Duty Guidance for England and Wales.

[3] As defined in the Terrorism Act 2000 (TACT 2000) http://www.legislation.gov.uk/ukpga/2000/11/contents

[4] Counter-Terrorism and Security Act 2015 (legislation.gov.uk)

[5] "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office.

Additional support

The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.

- Prevent referrals e-learning supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.

- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The Safeguarding and Prevent - The Education and Training Foundation (etfoundation.co.uk) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning has also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net).

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school

- a change in friendships or relationships with older individuals or groups

- a significant decline in performance

- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries

- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male

- having been frequently absent or permanently excluded from school

- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

Police, Crime, Sentencing and Courts Act 2022 introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect

or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**[6] that requires a different approach (see below).

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.[7] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in

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[6] Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

[7] Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Appendix 4 : Sources of support and advice

The following links are sources of further advice and support for school staff, volunteers, governors and parents/carers.

Support for staff
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- DfE: Whistleblowing for employees - GOV.UK (www.gov.uk)
- DfE: The online tool Report child abuse to a local council - GOV.UK (www.gov.uk) *directs you to the relevant local children's social care contact number*
- NSPCC: Safeguarding children and child protection
- DfE advice: What to do if you're worried a child is being abused –

Support for Learners
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Kooth: Home - Kooth
- Sharp: The SHARP System

Support for adults
- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Abuse

- Supporting practice in tackling child sexual abuse - CSA Centre of Expertise on Child Sexual Abuse *has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.*
- Faith based abuse: National Action Plan - DfE advice
- Disrespect NoBody campaign - Home Office website
- Tackling Child Sexual Abuse Strategy – Home Office policy paper

Contextual Safeguarding, child-on-child abuse, Sexual Exploitation and Criminal Exploitation:
- Contextual Safeguarding Network: https://contextualsafeguarding.org.uk
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: https://rapecrisis.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- National bullying helpline: Information and advice about all forms of bullying (nationalbullyinghelpline.co.uk)
- Kidscape: Help With Bullying (kidscape.org.uk)
- HM Government campaign Working together to stop child sexual abuse - GCS (civilservice.gov.uk)

Domestic Abuse
- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk *National Domestic Abuse Helpline*:
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Honour Based Abuse and FGM
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- Forced marriage resource pack: Forced marriage resource pack - GOV.UK (www.gov.uk)
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Mental Health
- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- PHSE Rise above resources and lesson plans: Mental wellbeing | Overview | PHE School Zone
- DfE: Mental health and behaviour in schools - GOV.UK (www.gov.uk)

Online Safety
- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: Social media and online safety | NSPCC Learning
- Get safe Online: www.getsafeonline.org

- Stop it Now!: www.stopitnow.org.uk
- Lucy Faithful Foundation https://www.lucyfaithfull.org.uk/advice/
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' Education for a Connected World - GOV.UK (www.gov.uk)
- DfE '*Teaching online safety in school*' guidance. Teaching online safety in schools - GOV.UK (www.gov.uk)
- UK Council for Internet Safety (UKCIS): UK Council for Child Internet Safety (UKCCIS)

Personal, social and health education and Relationships and sex education
- DfE: Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- DfE: Plan your relationships, sex and health curriculum - GOV.UK (www.gov.uk)
- DfE: Engaging parents with relationships education policy - GOV.UK (www.gov.uk)
- PSHE Association: Home | www.pshe-association.org.uk

Radicalisation and hate
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit:www.gov.uk/report-terrorism
- True Vision – stop hate crime: www.report-it.org.uk

Signs of Safety Assessment and Planning Form: Haringey MASH

What are we Worried About?	What's Working Well?	What Needs to Happen?
Past Harm to Children: Action/Behaviour – who, what, where, when; Severity; Incidence & Impact. **Danger Statements:** Future Danger for Children. Worries for the future if nothing changes. **Complicating Factors:** Factors which make the situation more difficult to resolve.	**Existing Strengths:** Best attributes of parenting **Existing Safety/Protection:** The strengths demonstrated as protection over time. Must directly relate to danger.	**Safety Goals:** Future Safety/ Protection What must the caregivers be doing in their care of the child that addresses the future danger? **Family Goals:** What does the family want generally and in relation to safety? **Next Steps:** What are the next steps to be taken to move towards achieving the goal?

Safety Scale: On a scale of 0 to 10 where 10 means the children are safe enough and Children's Social Care no longer need to be involved and 0 means it is too unsafe for the children to stay at home, where do we rate this situation?
(If different judgements place different people's number on the continuum).

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Needs of Children & Young People : Haringey MASH

This table sets out the possible indicators/features for to be aware of to identify Child's level of need and the potential services they may need to help meet their needs.

This is not a definitive list but does show core areas that will help identify when to make a referral or undertake an assessment.

Concern	Level 1-Universal Child with no additional needs	Level 2-Targeted Child at low risk to vulnerable. Low-level additional needs not met in short term.	Level 3-Specialist Child has complex needs requiring long team specialist support	Level 4-Statutory Child has acute needs requiring intensive specialist / statutory involvement
	This list is only a quick reference guide. Remember there maybe multiple concerns			
Behaviour	▪ Child engages in age appropriate behaviours and self-control. ▪ Child demonstrates appropriate response in feelings and actions	▪ Child displays a lack of self-control unusual in children of their age. ▪ Child has some difficulties with family /adult and peer relationships. ▪ Child displays some inappropriate responses / behaviour.	▪ Child becoming involved in negative disruptive / challenging behaviours/ activities. ▪ Child regularly displays lack of selfcontrol unusual for child of their age. ▪ Child displays abuse / neglect towards vulnerable adults or animals ▪ Child has poor family / adult and peer relationships. ▪ Child finds it difficult to cope with anger and frustration.	▪ Child displays little or no self-control which seriously impacts on relationships with those around them putting child / others at risk ▪ Child's challenging behaviour results in serious risk to child and / or others. ▪ Parents / carers not good role model & condones child's challenging behaviour. ▪ Child cannot maintain relationships

Child Sexual Exploitation (CSE)	No concerns of CSE Child's positive sense of self and abilities reduces the risk that they will be targeted by peers or adults who wish to exploit them.	Child has a negative sense of self and abilities and suffers with low self esteem making them vulnerable to peers and adults who pay them attention and/or show them affection but do so in order to exploit them.	▪ Child's negative sense of self/low selfesteem contributes to their involvement with peers and/or adults thought to be treating them badly and/or encouraging their involvement in self-harm and/or criminal behaviour. ▪ Child regularly goes missing and family do not know where Child is.	Child's vulnerability results from their negative sense of self/low esteem, that is exploited by others causing them harm. Child frequently goes missing and fails to account for their locations or discloses situations indicating risk of CSE MASE assesses high risk of CSE. Child trafficked to UK for sexual exploitation.

Concern	**Level 1-Universal** Child with no additional needs	**Level 2-Targeted** Child at low risk to vulnerable. Low- level additional needs not met in short term.	**Level 3-Specialist** Child has complex needs requiring long team specialist support	**Level 4-Statutory** Child has acute needs requiring intensive specialist / statutory involvement
	This list is only a quick reference guide. Remember there maybe multiple concerns.			

Development	▪ Child is developing and growing well ▪ Child is healthy and does not have a physical or mental health condition or disability ▪ Child possesses age appropriate ability to understand and organise information and solve problems ▪ Child makes adequate academic progress. ▪ Young person is in education, employment or training	▪ Some concerns on the growth and development of Child. ▪ Child has a mild physical or mental health condition or disability which affects their everyday functioning but can be managed in mainstream schools ▪ Child under-achieving or is making limited academic progress.	▪ Significant concerns that child's developmental milestones not met. ▪ Child has physical/mental health condition, chronic and recurrent health problem or disability significantly affecting their everyday functioning and access to education ▪ Child not making academic progress despite learning support strategies in place over a period of time. ▪ Young person refuses to engage in educational or employment and are increasingly socially isolated. ▪ Young person not in education, employment or training (NEET) and is not likely to reach their potential.	▪ Developmental milestones significantly delayed or impaired. ▪ Child has complex physical/mental health condition or disability, which has adverse impact on their physical, emotional or mental health and access to education. ▪ One or more children's needs (e.g. disability, behaviour, long-term conditions) have a significant impact on the day-to-day lives of Child/children and their siblings and/or parents.
Disability	**Child** ▪ Child has no disability. ▪ Child with disabilities is accessing universal services without support.	Child with disabilities who is accessing services may need additional support and/or advice.	Child has permanent & substantial disabilities who require targeted services and whose needs not be met by services without someone to support them.	▪ Severe disability is identified ante-nataly ▪ Child's complex physical/mental health condition, or disability, has adverse impact on their physical, emotional or mental health and access to education.

Concern	Level 1-Universal Child with no additional needs	Level 2-Targeted Child at low risk to vulnerable. Low-level additional needs not met in short term.	Level 3-Specialist Child has complex needs requiring long team specialist support	Level 4-Statutory Child has acute needs requiring intensive specialist / statutory involvement
	This list is only a quick reference guide. Remember there maybe multiple concerns.			
	Parent/Carer/Extended Family ▪ Family members do not have disabilities/serious health conditions. ▪ Physical health/learning disabilities of the parent/carer does not affect the care of Child.	▪ Physical needs of the parent/carer impacts upon the care of Child. ▪ Parents/carers learning difficulties occasionally impedes their ability to provide consistent patterns of care but without putting Child at risk. ▪ Family members have disabilities /serious health conditions that require additional support.	▪ Physical needs of the parent/ carer significantly affect their care of child. ▪ Parents/carers learning disabilities are affecting the care of their child. ▪ Siblings or other members of Family have a disability/serious health condition impact on Child.	▪ Parent/carers physical/mental health needs significantly affect care of child placing them at risk of significant harm. ▪ Parents/carers learning disabilities severely affecting care of child placing them at risk of significant harm. ▪ Siblings/other members of Family have disabilities/health concerns that are seriously affecting child and putting them at risk of significant harm.
Honour Based Violence	No concerns Child may be subject to honour-based violence.	There is concern that Child may be subject to honour-based violence.	Allegation of honour based violence or intended honour based violence is raised	Evidence that Child may be subject to honour based violence.

Domestic Abuse				
	• Expectant mother/ parent/carer is in a healthy relationship. • There are no incidents of violence in Family or history of violence between by family members or new partners.	• Historic incidents of physical and/or emotional violence in Family. • Harmful impact of incidents is moderated by other protective factors within Family who are able to look after Child when there are arguments /disputes in Family home. • Information has become known that a person living in the house may be a previous perpetrator of domestic abuse, although no sign of abuse are apparent. • Perpetrator shows insight and • accepts support	• Expectant mother/parent/carer is victim of previous domestic abuse and is a victim of increasing or more serious incidents of domestic abuse. • One or more adult family members is physically and emotionally abusive to another adult family member/s • Perpetrator/s show limited or no commitment to changing their behaviour and little understanding of the impact their violence has on Child. • Perpetrator is emotionally harming Child/ren who witness or are otherwise aware of the violence. • Child has/or continues to witness adult in household physical or emotional abuse to another household member. • Child shows signs of the impact of Domestic Abuse, i.e. aggression or passive behaviour. • Confirmation previous domestic abuse perpetrator residing at property.	• Expectant mother/parent/carer is current victim of domestic abuse, which is increasing in severity, frequency or duration. • One or more adult members of family is perpetrator of persistent and/or serious physical and emotional violence, which may also be increasing in severity, frequency or duration. • Perpetrator/s show no commitment to changing their behaviour and no understanding of the impact their violence has on Child. • Perpetrator is emotionally harming Child/ren who witness or are otherwise aware of the violence. • Children may also be at risk of physical violence if, for example, they seek to protect the adult victim. • Child is at high risk of, or is already either a perpetrator or a victim of serious abusive behaviour

Emotional Well Being / Abuse	▢ Child is provided with an emotionally warm and stable family environment. ▢ Child engages in age appropriate activities and displays age appropriate behaviours. ▢ Child has a positive sense of self and abilities. Able to demonstrate empathy	▪ Child's experiences parenting that shows a lack of emotional warmth or it is inconsistent. ▪ Child beginning to develop a negative sense of self and abilities. ▢ Child at risk of becoming involved in negative behaviour/ activities – i.e. challenging behaviour, substance misuse. ▪ Child has some difficulties with family/peer relationships ▪ Child displays inappropriate responses and actions ▪ Child does not always understand impact of own actions on others	▪ Child experiences a volatile and unstable family environment and this is having a negative effect on Child. ▪ Child has negative sense of self and abilities to the extent it is affecting their daily outcomes. ▪ Child is becoming involved in negative behaviour/ activities, for example, nonschool attendance and as a result may be excluded short term from school. This increases their risk of being involved in ASB, crime, substance misuse and puts them at risk of grooming and exploitative relationships with peers or adults.	▪ Child suffered long- term neglect of the emotional needs. ▪ Child at high risk of, or already involved in sexual or other exploitation either as a perpetrator or victim ▪ Child has such a negative sense of self and abilities that there is evidence or likelihood that this is causing harm. ▪ Child frequently exhibits negative behaviour or activities that place self or others at imminent risk including chronic non-school attendance. ▪ Child is withdrawn /unwilling to engage.
Female Genital Mutilation (FGM)	▢ No concerns that Child may be subject to FGM	▪ Concern that Family may have a history of practising FGM ▪ Female child is born to a woman who has undergone FGM ▪ Female child has an older sibling or cousin who has undergone FGM ▪ Female child's father comes from a community known to practise FGM	▪ Family believe FGM is integral to cultural or religious identity. ▪ Female child talks about a long holiday to her country of origin or another country where the practice is prevalent. ▪ Female child or parent state that they or a relative will go out of the country for a prolonged period.	▪ Female child or sibling confides that they will be having a 'special procedure' or attending a special occasion to 'become a woman'. ▪ A parent or family member expresses concern that FGM may be carried out on Female child.

Concern	Level 1-Universal Child with no additional needs	Level 2-Targeted Child at low risk to vulnerable. Low-level additional needs not met in short term.	Level 3-Specialist Child has complex needs requiring long team specialist support	Level 4-Statutory Child has acute needs requiring intensive specialist / statutory involvement
	This list is only a quick reference guide. Remember there maybe multiple concerns.			
		▪ Family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children ▪ Female child from practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent. ▪ Increased emotional/psychological needs, i.e. Withdrawal or depression, or significant change in behaviour. ▪ Female child is missing from education for a period.		▪ Female child requests help because she is aware or suspects that she is at immediate risk of FGM. ▪ A mother/family member discloses that Female child has had FGM.
Forced Marriage	Concern that child may be subject to Forced Marriage.	Concern that child may be subject to forced marriage.	Allegation of forced marriage or intended forced marriage is raised	There is evidence that Child may be subject to forced marriage.
Health (Physical)	▪ Good physical health. Adequate diet, hygiene, exercise. ▪ Regular dental & optical care.	▪ Health problems maintained in mainstream school. ▪ Child/parent do not attend health / medical appointments. ▪ Defaulting on immunisations check and/or dental care. ▪ Child is overweight.	▪ Chronic / recurring health problems. ▪ Child has health condition/disability requiring regular treatment that child / parent refuses and affects child's health.	▪ Serious physical & emotional health problems. ▪ Parents/Carers fail to access health services causing Child harm ▪ Medical referral for non-organic failure to thrive in child under 5 years ▪ Early teenage pregnancy

Health (Mental Health)	**Child** ▪ Good state of mental health ▪ Child has not suffered a significant loss, e.g. close family member or friend	▪ Persistent minor mental health problems – perhaps resulting in less than 90% school attendance ▪ Child has suffered a bereavement or trauma recently or in the past and is distressed but receives support from family and friends and appears to be coping reasonably well.	▪ There is no evidence that Child has accessed mental health and advice services and suffers recurrent mental health problems as a result. ▪ Child has suffered bereavement or trauma recently or in the past and does not appear to be coping.	▪ Refuses medical care endangering life and suffers chronic mental health problems as a result. ▪ Emerging acute mental health problems including threat of suicide, psychotic episode or severe depression. ▪ Child has suffered bereavement or trauma and is self- harming and/or disclosing suicidal thoughts.

Concern	**Level 1-Universal** Child with no additional needs	**Level 2-Targeted** Child at low risk to vulnerable. Low-level additional needs not met in short term.	**Level 3-Specialist** Child has complex needs requiring long team specialist support	**Level 4-Statutory** Child has acute needs requiring intensive specialist / statutory involvement
	This list is only a quick reference guide. Remember there maybe multiple concerns.			
			▪ Child appears depressed and/or withdrawn and there is concern that they might be/are self-harming or feeling suicidal.	▪ Child appears to suffer with an eating disorder.

Parent/Carer/Extended Family ▢ No concerns about parents/carers mental health.	▪ Mother with young baby and postnatal depression. ▪ Parent / carer experiencing bouts of anxiety and depression and have sought support around this (e.g. GP).	▪ Parental / carer with learning disability, mental ill health. ▪ Parent / carers experiencing chronic episodes of mental ill health (psychotic (including perinatal)/ bi-polar / suicide) and engaged with long-term community mental health support to address.	▪ Child subject of parental delusions implying risk. ▪ Parent / carer has mental ill health but no insight into this and is not engaged in support offered or the condition causes significant harm.

Housing				
	▪ Family accommodation is appropriate, stable, clean, warm, and tidy and there are no hazards that could affect the safety or wellbeing of Child. ▪ Neighbourhood is a safe and positive environment. ▪ Family is legally entitled to live in the country and has full rights to employment and public funds.	▪ Family's accommodation is stable but home itself is not kept clean, tidy, and not always free of hazards. ▪ Family home would benefit from improvements to support the needs of Child or parent/carer with a disability. ▪ Family home is overcrowded and does not meet the needs of Family ▪ Child affected by low level challenging behaviour in the locality. ▪ Neighbourhood is known to have groups of children and/or adults who are engaged in threatening and intimidating behaviour and child is intimidated/feels threatened in area.	▪ Family's home is consistently poor and constitutes health and safety hazards including hoarding ▪ Accommodation is not appropriate for a child or parent/carer with a disability ▪ Neighbourhood or locality is having a negative impact on child – i.e. child is victim of challenging behaviour or crime, (including sexual or other forms of harassment) and is at risk of being further victimized ▪ Family's legal status puts them at risk of involuntary removal from country ▪ Family have limited financial resources/no recourse to public funds. ▪ Family at risk of eviction for rent arrears	▪ Family's home is consistently dirty and constitutes health and safety hazards including hoarding. Family has no stable home, and is moving from place to place or 'sofa surfing'. ▪ Accommodation is overcrowded or does not meet the needs of Family. ▪ Accommodation is not appropriate for a child or parent /carer with a disability. Multiple complex needs e.g. substance misuse, domestic abuse, mental health and finance history of numerous house moves, unstable accommodation. ▪ Risk of homelessness and eviction. ▪ Neighbourhood is having a profoundly negative effect on Child who has been a repeated victim of anti- social behaviour

Concern	Level 1-Universal Child with no additional needs	Level 2-Targeted Child at low risk to vulnerable. Low-level additional needs not met in short term.	Level 3-Specialist Child has complex needs requiring long team specialist support	Level 4-Statutory Child has acute needs requiring intensive specialist / statutory involvement
	This list is only a quick reference guide. Remember there maybe multiple concerns.			
		- The parent/carer's is in low level rent arrears/accessing debt support services for housing arrears - Family's legal entitlement to stay in the country restricts access to public funds and/or the right to work placing Family under stress.		and/or crime and is now at high risk of sexual and other forms of exploitation. - Family members detained and at risk of deportation - Child is unaccompanied asylum-seeker. - Evidence child exposed to, or involved in, criminal activity to generate income for family.
Gangs	- Child's activities are legal. - There is no history of criminal offences within Family. - Family members are not involved in gangs / organised crime	- Child has from time to time been involved in challenging behaviour. - There is a history of criminal activity within Family. - There is suspicion, or some evidence that Family are involved in gangs / organised crime.	- Child is involved in challenging behaviour and may be at risk of gang involvement. - Criminal record relating to serious or violent crime is held by a family member, which may affect children. - There is a known family involvement in gang/organised crime activity.	- Child is currently involved in persistent or serious criminal activity - A family member that is affecting children holds criminal record relating to serious or violent crime. - There is a known involvement in gang / organised crime activity affecting significantly on child and family. - Child is currently involved in persistent or serious criminal activity.

	No concerns about child's mental health	Some concerns about mental health	▪ Child self-harms causing minor injury and parents appropriately respond. ▪ Child's mental ill health and associated behaviour is causing parents / carers great concern. ▪ Child's mental ill health affects ability to engage in everyday activity.	▪ Serious mental health issues. ▪ Child repeatedly self-harms / harm is life threatening and /or parent responds inappropriately. ▪ Parent / carer does not feel able to manage child's mental ill health.
Child Mental Ill Health				
Parental Mental Ill Health	No concerns about parental / carers mental health.	▪ Mother with young baby and postnatal depression. ▪ Parent / carer experiencing bouts of anxiety and depression and have sought support around this (e.g. GP).	▪ Parental / carer with learning disability, mental ill health. ▪ Parent / carers experiencing chronic episodes of mental ill health (psychotic / bi-polar / suicide) and engaged with long-term community mental health support to address.	▪ Child subject of parental delusions implying risk. ▪ Parent / carer has mental ill health but no insight into this and is not engaged in support offered.

Concern	Level 1-Universal Child with no additional needs	Level 2-Targeted Child at low risk to vulnerable. Low-level additional needs not met in short term.	Level 3-Specialist Child has complex needs requiring long team specialist support	Level 4-Statutory Child has acute needs requiring intensive specialist / statutory involvement
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Missing	Child does not run away or is absent from home/care/school. Their parents or carers always know Child's whereabouts.	▪ Child has run away from school, home/care on occasions or not returned at normal time. ▪ There is concern about what happened to Child whilst they were away.	▪ Regularly missing from home /care /education ▪ Child missing but whereabouts known and there is a concern about what happened to child whilst missing ▪ Child is suspected of engaging in risk taking behaviour whilst missing	▪ Child persistently missing from home / care/education ▪ Child is engaging in risky behaviours whilst they are away ▪ Concern child might be being sexually exploited or being drawn into criminal behaviour.

Neglect				
	Remember children experiencing neglect may present with other areas of concern that may distract from neglect as underlying issue			
	• Child is appropriately dressed. • Child's nutritional and health needs are met. • Child has injuries consistent with normal play and activities • Child is provided with emotionally warm and stable family environment	• Child shows physical symptoms that may indicate neglect i.e. poor hygiene, tooth decay • Child, or their siblings, consistently come to nursery / school in dirty clothing or they are unkempt/soiled • Child has less common injuries consistent with parent/carer's account. • Parents seek out or accept advice on how to avoid accidental injury. • Parent occasionally appears to prioritise own needs before child's.	• Child, or siblings, consistently come to school in dirty clothing that is inappropriate for weather and/or they are unkempt/soiled. • Parent/carers are reluctant or unable, to address concerns and put own needs before child. • Child has injuries i.e. bruising, scalds, burns and scratches, which are accounted for but more frequently than expected. • Child experiences a volatile / unstable family environment which has negative effect on child • Child displays behaviour consistent with neglect i.e. non-adherence to boundaries, challenging behaviour, crime, use of drugs, passive, vulnerable, bullied.	• Child shows severe physical signs of neglect i.e. thin / swollen tummy, poor skin tone, rashes, sores, prominent bones , poor hygiene or tooth decay which are attributable to care provided • Child consistently wears dirty or inappropriate clothing and are suffering significant harm as result i.e. unable to fully participate at school, are being bullied, are physically unwell • Child has injuries, i.e. bruising, scalds, burns and scratches, which are not accounted for. Child makes disclosure and implicates parents or extended family members. • Child has suffered long term neglect of the emotional needs and, as a result, is now at high risk of, or is already involved in sexual or other forms of exploitation either as a perpetrator or victim • Parent/carer does not consider child's needs. •

Offending			▪ Child at risk of re-offending ▪ Child involved in serious youth violence.	Youth Offending Service involved

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	Level 1-Universal	Level 2-Targeted	Level 3-Specialist	Level 4-Statutory
Parenting	Parents provide for all child's physical needs. Child protected from danger / significant harm in / out of home. Child shown warmth, praise & encouragement. Parent provides appropriate guidance & boundaries.	▪ Affected by low income / unemployment. ▪ Poor parental engagement with services. ▪ Parent requires advice on parenting. ▪ Concerns re diet, hygiene, clothing. ▪ Emerging concerns. ▪ Parent/carer offers inconsistent	▪ Child's care impacted by extreme poverty / debt. ▪ Privately fostered by distant relative. ▪ Abuse allegation with no injury in nonmobile child. ▪ No consistent good enough parenting	▪ Parents unable to care for child without support. ▪ Unable to provide safe and adequate parenting ▪ Highly critical / apathetic towards child.
Physical Abuse				▪ Inconsistent explanation, or hospital admission, re: non-accidental injury. ▪ Child suspected as being subjected to significant harm due to fabricated / induced illness

Radicalisation	Child and family have no links to proscribed terrorist groups Open & accepting of difference, Accesses social media in age appropriate manner	▪ Child and/or their parents/carers have indirect links to proscribed organisations, for example, they attend religious or social activities that are, or have been in the recent past, attended by members of proscribed organisations. ▪ Expresses intolerant prejudiced views linked to extreme violent ideology ▪ Child at risk of accessing extremist websites ▪ Child and/or their parents/carers express strong support for a particular extremist organisation or movement but do not express any intention to be actively involved. ▪ Child is expressing sympathy for inappropriate ideologies.	▪ Family members, family friends or friends of Child have strong links with prescribed organisations. ▪ Aggressive & intimidating towards their peers not sharing / or sharing their political or religious views. ▪ Open to extremist grooming, through internet /links with extremist groups. ▪ Child has connections to known extremist individuals / groups ▪ Child expresses intolerant views towards peers and this leads to them being socially isolated. ▪ Child is engaged in negative and harmful behaviours associated with internet and social media use, (such as viewing extremist websites). ▪ Child often interacts negatively or has limited interaction with those they	▪ Child or other close family members or friends are members of proscribed organisations. ▪ Confirmed/strong suspicions child linked to/involved with individuals or groups known to have extreme views and to have links to violent extremism. ▪ Child expresses strongly held beliefs that people should be killed because they have a different view. ▪ Child is initiating verbal and sometimes physical conflict with people who do not share their religious or political views. Significant concerns that child is being groomed for involvement in extremist activities. ▪ Child conceals internet/social media activities and either refuses to discuss their views or make clear their support for extremist views.

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		Child has expressed racist, sexist, homophobic or other prejudiced views and violent extremism.	perceive as holding different views from themselves. ▪ A child is being sent violent extremist imagery by family members / family friends or is being helped to access it. ▪ Child and/or their parents/carers express strong support for extremist views.	▪ Child circulating violent extremist images and promoting the actions of violent extremists and/or saying they will carry out violence in support of extremist views. ▪ Parents/carers either do not challenge this activity or appear to endorse it. ▪ Child/family members making plans to travel to a conflict with evidence to suggest they are doing so to support or participate in extremist activities.

Relationships (Social Context)	• Child maintains good relationships and positive interaction with family and a range of peers. • Child demonstrates accepted behaviour and tolerance towards their peers and others. • Child is confident in social situations • Child engages in age appropriate use of internet, gaming and social media. • Family is integrated in the community	▪ Parents / carers' relationship difficulties may affect child. ▪ Parents under stress, which affects their parenting capacity. ▪ Child has few friendships and limited social interaction with their peers ▪ Child is a victim of discrimination or bullying. ▪ Family is experiencing social exclusion and/ or there is an absence of supportive community networks. ▪ Child is at risk of becoming involved in negative internet use, lacks control and is unsupervised in gaming and social media applications.	▪ Child is becoming isolated ▪ Child unable to sustain friendships and moves between different social groups in school ▪ Child declines to participate in social activities. ▪ Child has experienced persistent or severe bullying which has affected his/her daily outcomes. ▪ Family is chronically socially excluded and isolated to the extent that it has an adverse impact on Child. ▪ Family have a limited support network. ▪ Child is engaged in or victim of negative and harmful behaviours associated with internet and social	▪ Child is completely isolated ▪ Child has poor social skills (little or no communication skills may be related to an expressive language disorder) ▪ Positive interaction with others is severely limited. ▪ Child exhibits aggressive, bullying or destructive behaviours which impacts on their peers, family and/or local community, and which impacts on their wellbeing or safety. ▪ Child experienced such persistent or severe bullying that his/her wellbeing is at risk. ▪ Family is excluded and child is seriously affected but family actively resists all attempts to achieve

			media use, e.g. bullying, trolling, transmission of inappropriate images or is obsessively involved in gaming,	inclusion and isolates child from sources of support. ▪ Family experiencing chronic social exclusion.

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			which interferes with social functioning.	▪ No support network. ▪ Child showing signs of being secretive, deceptive and is actively concealing internet/social media activities or showing signs of addiction (gaming, pornography).

School	▪ Achieving key stages ▪ Good attendance at school, college or training	▪ Occasional truanting or non-school attendance (less than 90%) ▪ Poor punctuality/links between home and school. Child not supported to reach educational potential. ▪ Developmental delay ▪ Few/no qualifications or NEET (not in education, employment or training) ▪ Fewer than 3 exclusions ▪ Mild learning/behavioural difficulties emerging, poor concentration, lack of interest in education and other school activities. ▪ Child's achievement is impacted by poor attendance.	▪ Chronic/poor nursery or school attendance / punctuality ▪ Poor home and nursery/school link. No parental support for education. ▪ More than 3 fixed term exclusions / at risk of permanent exclusion, persistent truanting or no education provision. ▢ Statement of Special Education Needs or ongoing difficulty with learning and development. ▪ No access to books, toys or education materials	Chronic non-school attendance, truanting No parental support for education ▢ Permanently excluded, frequent exclusions or no education provision Severe/complex learning difficulties require residential educational provision ▢ Child maybe permanently excluded/not in education putting them at high risk of CCSE. Child's achievement is seriously impacted by lack of education
Self-Harm	▢ Child or young person has shown no indication to experiment with self- harm.	▪ Child or young person has experimented with self-harm and has no intention to self- harm again. ▪ Child is accessing social media sites related to self-harm	▪ Child or young person is continuing to self-harm and there are underlying issues causing distress. ▪ Child is influenced through accessing self-harm social media sites	▪ Child or young person needs immediate protection to avoid serious harm (e.g. self-harm is increasing, persistent suicidal thoughts, plans or means to suicide, suspected abuse or neglect). ▪ Child appears to suffer with an eating disorder.

Sexual Abuse	▢ No evidence of sexual abuse. ▢ Sexual activity appropriate for age.	▢ History of sexual abuse within family or network but parents respond appropriately to protect child.	▢ Family home has in the past been used on occasion for drug taking /dealing, prostitution or illegal activities.	▪ Concerns around possible inappropriate sexual behaviour from the parent/carer.
				▪ Parent/ carer/family member/ visitor to the home sexually abuses Child.

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		▢ Concerns relating to inappropriate sexual behaviour in the wider family.	▢ Unsafe sexual activity (including engaging in age inappropriate relationships, no contraception).	▪ Risk the parent/carer may sexually abuse their child and he/she does not accept therapeutic interventions. ▪ Family home used for drug taking and/or dealing, prostitution, illegal activities. ▪ Child is being sexually abused/exploited. ▪ Offender who has risk to children status is in contact with Family.

Sexual Health	☐ Sexual activity is appropriate for age	• Sexual activity aged 13-15 where there are also concerns of Fraser competence, grooming, power imbalances, possible Child Sexual Exploitation (CSE). • Child under 16 is accessing sexual health and contraceptive services.	• Unsafe sexual activity • Sharing of sexual images • Not accessing sexual health / contraceptive services • History of Sexual Transmitted Diseases (STDs)	• Sexual activity under the age of 13 (involving genital contact) • Risk taking sexual activity • Early teenage pregnancy • Sexual partner known to the Police/ in position of trust/family member

| Substance Misuse | • Child has no history of substance misuse or dependency.
• There is no evidence of parents, siblings or other household members misusing drugs or alcohol.
• Parental drug and alcohol use does not affect parenting. | • Child is known to be using drugs and/or alcohol.
• Drug and/or alcohol use is affecting parenting but adequate provision is made to ensure Child's safety. Child is currently meeting their developmental milestones but there are concerns that this might not continue if parental drug and alcohol use continues or increases
• The substance/alcohol misuse of siblings or other household members occasionally affects Child. | • Drug/alcohol use has escalated. The frequency of the known child's substance misuse is affecting their mental health, physical health and social wellbeing.
• Drug paraphernalia in their home, Child feeling unable to invite friends to the home, Child worrying about their parent/carer.
• Siblings' or other household members' drug or alcohol misuse is increasingly affecting Child. | • Child's substance misuse dependency puts them at such risk that intensive specialist resources are required.
• Parental drug and/or alcohol use is at a problematic level that they cannot carry out daily parenting. This could include blackouts, confusion, severe mood swings; drug paraphernalia not stored or disposed of, using drugs/ alcohol when their child is present, involving child in procuring illegal substances, and dangers of overdose.
• Substance misuse of siblings or other household members is significantly adversely affecting child. |

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Trafficking	▢ Child/family are legally entitled to live in the country indefinitely and have full rights to education and public funds.	▢ Child/family's legal entitlement to stay in the country is temporary and/or restricts access to public funds placing Child and family under stress. ▢	▪ Child/family's legal status puts them at risk of involuntary removal from the country (for example, asylum seeking families or illegal migrant/worker who may have been trafficked) ▪ The immigration status means they have limited financial resources/no recourse to public funds, which increases the vulnerability of Children to criminal activity (e.g. illegal employment, CSE).	▪ Family members are detained and at risk of deportation or Child is an unaccompanied asylum-seeker. ▪ Evidence that child has been exposed to, or involved, in criminal activity because of being trafficked into the country or to support themselves or generate income for family (e.g. illegal employment, CSE).
Young Carer	▢ Child does not have any caring responsibilities	▪ Child occasionally has caring responsibilities for members of their family and this impacts on their opportunities ▪ Family are accessing support through either Brent Carers or other organisation	▪ Child's outcomes are adversely impacted on by their caring responsibilities. ▪ Family refuse to access support services.	▢ Child's outcomes are being adversely impacted on by their unsupported caring responsibilities which have been on-going for a lengthy period and are unlikely to end in the foreseeable future

Eden Primary School   DATE…………………………..

<u>**SAFEGUARDING CHILDREN – CAUSE FOR CONCERN**</u>

If you have concerns about a child, complete an incident report in CPOMS and alert SLT (all DSLs). If access to CPOMs is not possible, complete this form and discuss the concerns with the Designated Safeguarding Lead (DSL) – Helen Graff, or a deputy, soon as possible and certainly within one working day. You can contact Haringey MASH (Multi-Agency Safeguarding Hub) 020 8937 4300 (8.45am to 5.00pm Monday to Thursday 8.45am to 4.45pm Fridays) Outside of normal office, hours contact Emergency Duty Team Tel: 020 8489 0000 Email: mashreferral@haringey.gcsx.gov.uk

If you are concerned about an injury e.g. a bruise, use a body map to identify the position and be specific about the size, and colour of the bruise on the body.

If a child has made a disclosure, do not promise to keep it a secret. Tell the Designated Safeguarding Lead (DSL)- **Helen Graff**, immediately and write down everything the child has told you.

N.B. At all stages confidentiality is crucial.

Child's Name:	Date of birth:
Nature of Concern / Incident: (Please give <u>full details</u> of the nature of the concern, ensuring that you record <u>days</u>, <u>dates</u>, <u>times</u>, <u>frequencies</u>, as appropriate and any relevant conversations with the child.)	
Date concern noted: (Day, date, month and year):	
Any additional information incl. previous events:	
Staff member's name and Role:	

Date passed on to DSL:
Initial action taken: (this section might include details of initial enquiries of the child, consultation with the DSL, contact with Safeguarding Advisory Service, any contact with or explanations from mother/father/carers etc.)
Date: Time: Staff Signature:
Date: Mother/Father/Carer's Signature: **Print names**

Recommended follow up action:

Date and time of notification of DSL ………………………………………………..

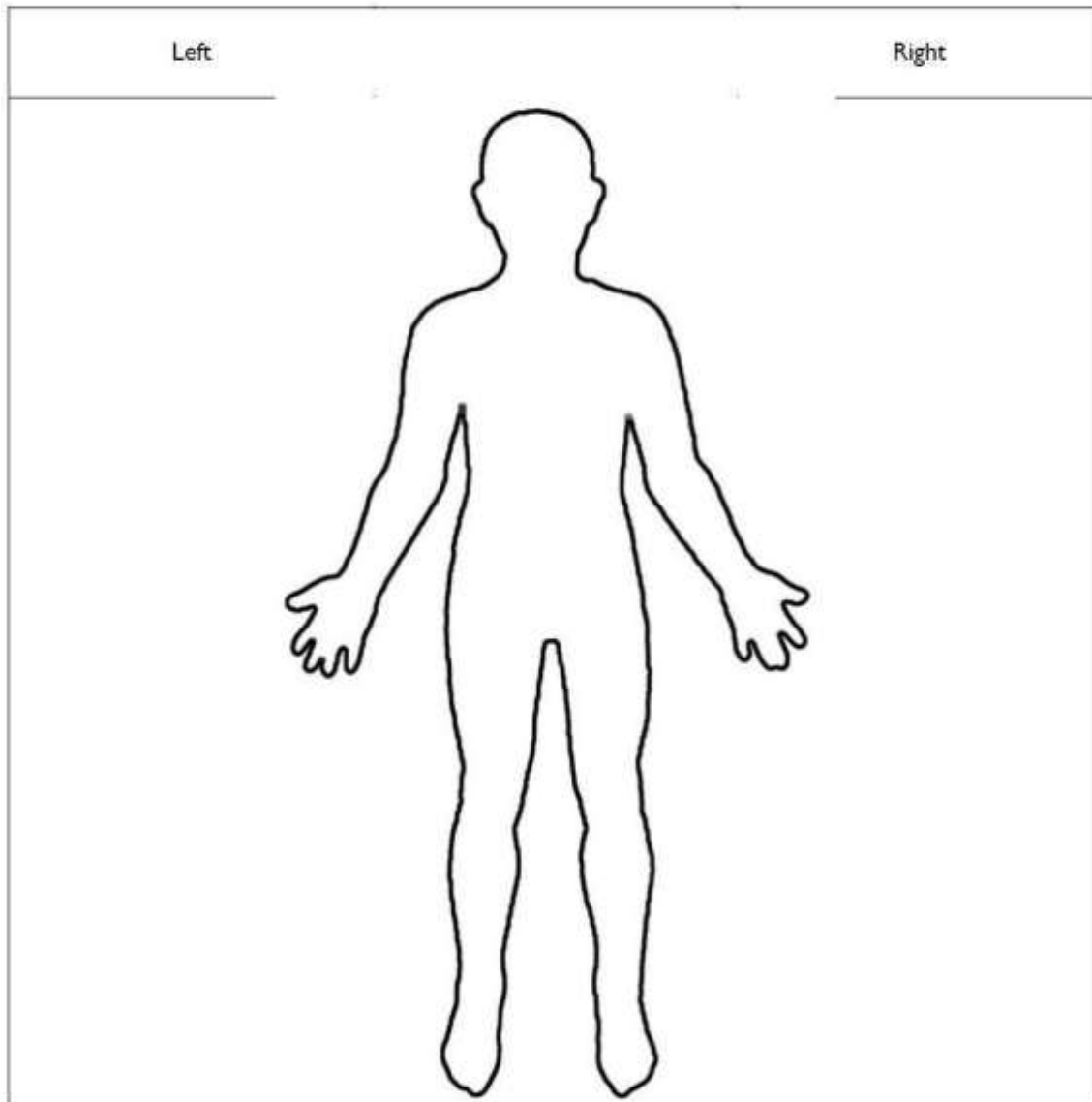**Name and signature of DSL ……………………………………………………….**

Date of report……………………

*This report to be filed separate from the child's learning and development records by the DSL.

Skin map – used by non-medical staff to assist you in reporting your concerns.
Please highlight:

Front view   Back view

Left		Right

Action: To be completed by the designated person for child protection

THIS IS A DOUBLE-SIDED SHEET
Any discussion to be recorded separately on a note of discussion sheet.