

# Forty Hill CE School

## Safeguarding Children and Child Protection Policy




Name of School	Forty Hill CE School
Designated Safeguarding Lead	Jonquil Izard
Deputy Designated Safeguarding Leads	Lauren Saunders, Deborah Watson
Headteacher	Jonquil Izard
Senior Mental Health Lead	Lauren Saunders
Pastoral Lead	Deborah Watson
Safeguarding Governor	Sue Hamment
This policy was written and adopted in	October 2024
The policy to be reviewed in	October 2025



This policy should be read in conjunction with 'Keeping Children Safe in Education September 2024'.

### Our Vision



Jesus said "As I have loved you, so you must love one another. By this everyone will know that you are my disciples." John 13:34 -35

Following Jesus's example, we treat each other, our community, and God's amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share **faith**, **hope** and **service**.

**Learning and living in Faith, Hope and Service**

Our school vision being centred on **Faith, Hope, and Service** plays a significant role in safeguarding children by fostering a holistic environment that nurtures their well-being. These core Christian values contribute to child protection by:

1. **Faith:** Encourages trust, respect, and a sense of belonging. A community built on faith promotes understanding and compassion, where students feel secure and valued. This foundation helps create a protective environment, encouraging students to share concerns without fear, knowing they will be heard and supported.
2. **Hope:** Inspires optimism for the future, building resilience in students. By instilling hope, the school helps children develop the confidence to overcome challenges. When students feel hopeful, they are more likely to speak out about problems and seek help when they face difficulties, which is a crucial aspect of safeguarding.
3. **Service:** Promotes responsibility and care for others. A culture of service teaches students to look out for one another and to stand up for those who may be vulnerable. This collective sense of responsibility ensures that the school community actively engages in safeguarding practices, whether through peer support, awareness programs, or looking out for signs of abuse or neglect.

Together, these values create a nurturing, safe, and proactive environment where the physical, emotional, and spiritual well-being of children is prioritized. The focus on Faith, Hope, and Service builds a community committed to vigilance, care, and intervention, which are essential elements of child safeguarding.

## Introduction

- Our Safeguarding Policy cannot be separated from the general ethos of the school, which is to ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect and **to learn and live in Faith, Hope and Service**.
- The governors and staff of Forty Hill CE School believe that our school should provide a caring, positive and safe environment for all children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. We will always act in the best interests of the child.
- This policy is one of a series in the school's integrated safeguarding portfolio, including: staff code of conduct, visitor code of conduct, safer recruitment, online safety, whistleblowing, behaviour and complaints as well as the role of the Designated Safeguarding Lead and their identities in this school
- This policy is available on the school website and is included in staff induction
- There are four main elements to our Safeguarding Policy
  - Prevention** (a positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
  - Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
  - Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
  - Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

### **1. Legislation and Statutory Guidance**

- 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.
- This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equalities Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting a pupil with regards to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it is proportionate) This includes making reasonable adjustments for disabled pupils.
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

## 2. The aims of this policy are:

- To create an environment where all children are safe regardless of their domestic/environmental circumstance, and where they can feel safe to access the support and help they need
- To support the child's development in ways that will foster security, confidence and independence
- To demonstrate our commitment to Child Protection to parents, pupils and other stakeholders
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children, both in their responsibilities to prevent harm and identify and report possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for effective levels of communication between all members of staff
- To maintain a structured procedure which is followed by all members of the school community where abuse is suspected
- To continue to promote effective working relationships with other agencies, especially the Police and Children's Social Services
- To ensure that all adults within our school who have contact with children have been checked as to their suitability as part of the recruitment and selection process
- To ensure that all members of staff are aware of the Prevent Duty and the statutory Government guidance included within Keeping Children Safe in Education 2024

## 3. Definitions

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Promoting children's welfare, protecting against maltreatment, preventing impairment of health and development, and ensuring safe and effective care.
- Helping children as soon as issues arise, especially regarding their mental health, exploitation, and online safety
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment or exploitation of a child, and may involve inflicting harm or failing to act to prevent harm.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

**Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

#### 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult circumstances e.g. temporary accommodation or where there may be issues such as domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are missing from education
- Whose parent has expressed an intention to remove them from school to be educated

#### 5. Safeguarding at Forty Hill

All schools should have a culture of safeguarding. This means they should have effective arrangements to:

- **identify** children, pupils and students who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation
- always act in the best interests of children, pupils and students to protect them online and offline
- secure the **help** that children, pupils and students need, and if required, referring in a timely way to those who have the expertise to help
- **manage** safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults.

The Governing Body has a responsibility for the oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

The school acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children missing from education
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child criminal exploitation: county lines

- Child on Child abuse including sexual and cyber
- Domestic abuse
- Drugs and alcohol
- Fabricated or induced illness
- Serious Violent Crime, including Gangs and youth violence
- Hate
- Honour based abuse (HBA)
- Female Genital Mutilation (FGM)
- Taking intimate photos without permission
- Mental health
- Online Safety
- Prevent (Radicalisation and extremism)
- Private fostering
- Relationship abuse and gender-based abuse
- Youth Produced Sexual Imagery or “Sexting”
- Trafficking

(Also see Annex A within ‘Keeping children safe in education’ 2022)

- Every member of staff at Forty Hill CE School recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

## 6 Procedures

Our school procedures for safeguarding children will comply with the Multi Agency Safeguarding Hub (MASH), previously known as the Enfield Safeguarding Children Board (ESCB) procedures.

We will ensure that:

- We have Designated Safeguarding Lead (DSL) members of staff who undertake regular training every two years.
- All members of staff know the signs and indicators of abuse and refresh their training every year.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- All staff will have read Part 1 and Annex B of the Government Guidance *Keeping Children Safe in Education (KCSIE)*. This guidance refers to specific safeguarding issues and provides links to further information as well as providing further information on child sexual exploitation, female genital mutilation and preventing radicalisation.
- All staff will have read the school Safeguarding and Child Protection Policy.
- Our procedures will be regularly reviewed and up-dated.
- All new members of staff and Governors will receive full safeguarding training and be given a copy of our child protection procedures and of the Government Guidance Keeping Children Safe in Education (KCSIE) Part 1 and Annex B as part of their induction into the school.

## 7 Record Keeping

- We will hold records in line with our records retention schedule.
- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded on Safeguard which is password protected online system. If you are in any doubt about whether to record something, discuss it with the DSL.
- All written concerns will be recorded on Safeguard if required, then shredded with a note made on Safeguard with a date.

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
- Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely on Safeguard and only available to those who have a right or professional need to see them.
- Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.
- Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- Filtering and Monitoring Reports with any concerns will be stored in a secure drive specifically for safeguarding records and paperwork.

## 8 Responsibilities

### All staff will:

- Have read Keeping Children Safe in Education 2022 Part 1 and Annex B
- Sign a declaration that they have reviewed the guidance at the start of each academic year.
- Reinforce the importance of on-line safety when communicating with parents. This includes making parents aware of what we ask children to do on-line as part of their on-line safety education.
- Provide a safe space for children who are LGBT+ to speak and out and share their concerns.
- Understand that children may not be ready to talk about their experiences or know how to tell someone that they are being abused, neglected or exploited and/or they may not recognise their experiences as harmful but staff should share their concerns with the DSL anyway.
- Read and sign the Staff Code of Conduct. This clearly lays out expectations of staff conduct.

### All staff be aware of:

- Our systems which support safeguarding including this policy, the staff Code of Conduct, the role and identity of the DSL and deputies, the Behaviour Policy, the On-line Safety Policy and the Children Missing in Education Policy.
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to the Local Authority Children's Social care and what may follow including the role they may be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected **or exploited** including specific issues such as FGM and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect as well as specific safeguarding issues such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to County Lines).
- The importance of reassuring victims that they are being taken seriously and they will be supported and kept safe.
- That mental health problems can, in some cases, be an indicator that a child has suffered or at risk of suffering abuse, neglect or exploitation.
- That the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- That they should act upon their concerns immediately. This includes any mental health concerns staff may have as this is also a safeguarding concern.
- That if the DSL and Deputy DSLs are absent, they can contact Social Services themselves or the Safeguarding Governor.



### **The Designated Safeguarding Lead (DSL) is expected to:**

- Be appropriately trained with regular updates
- Act as a source of support and expertise to the school community
- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required.
- Adhere to the ECSB and school procedures with regard to referring a child if there are concerns about possible abuse.
- Keep records of concerns about a child even if there is no need to make an immediate referral
- Ensure that any pupil currently the subject of a child protection plan who is absent without explanation for two days is referred to Children's Social Care
- Ensure that when a pupil leaves the school, relevant records are forwarded
- Receive and evaluate weekly filtering and monitoring reports and act on any concerns
- Ensure all outside organisations who use our premises for activities involving children, should have up to date safeguarding training, persons responsible for safeguarding at each session and safeguarding procedures in place.
- **All** members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children
- The Deputy Designated Safeguarding Lead(s) are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

### **Availability**

- During term time the Designated Safeguarding Lead (or a Deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Appropriate arrangements will also need to be in place for any out of school hours' activities in line with the guidance contained in DfE KCSIE 2024.

### **The governing board will:**

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a senior board level (or equivalent) lead [or, link governor] to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate
- All governors will read Keeping Children Safe in Education in its entirety.
- Ensure that pupils are taught about safeguarding, including on-line safety.

### **The headteacher is responsible for the implementation of this policy, including:**

- Ensuring that staff (including temporary staff) and volunteers:
- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- **Filtering and monitoring activity online whilst on school premises.**

## 9 Supporting Children

- We recognise that many factors can contribute to an increase in risk. This risk may include: prejudice, discrimination, isolation, domestic situations and communication issues.
- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- In relation to young learners with SEND, we acknowledge that additional barriers can exist when recognising abuse and neglect and expect staff to be especially vigilant in their care of more vulnerable pupils.

### **Our school will support all pupils by:**

- Encouraging self-esteem and self-assertiveness through our school vision and values whilst not condoning aggression or bullying.
- Promoting a caring, safe, **inclusive** and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying the Children's Portal (Social Services) as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

## 10 Prevention and Early Help

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Ensure and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for SMSC and PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- **Early intervention, particularly for children with multiple suspensions or absences. This aligns with the goal of addressing issues before they escalate and aims to support vulnerable students at an early stage.**

## 11 Recognising abuse and exploitation, and taking action

A process flow chart can be found in Appendix 3

### **Recognising abuse and exploitation**

- To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.
- Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.
- Abuse may be committed by adult men or women and by other children and young people (peer on peer abuse).
- Keeping Children Safe in Education (DfE 2023) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

### **Taking Action**

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, if necessary call 999
- Report your concern as soon as possible to the DSL



- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family Complete a record of concern form
- Seek support for yourself if you are distressed.

### **If a child is suffering or likely to suffer harm or is in immediate danger**

Make a referral to children’s social care and/or call the police immediately. Anyone can make a referral.

Tell the DSL as soon as possible if you make the referral directly.

### **If you are concerned about a child’s welfare or behaviour**

- There will be occasions when staff may suspect that a pupil may be at risk. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.
- Staff should use the concern log to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

### **If you discover that FGM has taken place**

KCSE explains FGM comprises ‘all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs’.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’, or ‘initiation’.

Any teacher who either is informed by a girl under 18 that an act of FGM has been carried out on her or observes physical signs which appear to suggest that an act of FGM has been carried out on a girl under 18, **must** immediately report this to the police, personally. This is a mandatory statutory duty and teachers will face disciplinary sanctions for failing to meet it.

Any other member of staff who suspects a pupil is at risk of or suspects FGM has taken place on a pupil under 18, **MUST** speak to the DSL and follow safeguarding procedures.

### **If a pupil discloses to you**

- It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.
- If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement.

### **During their conversations with the pupils, staff will:**

- Allow them to speak freely
- Remain calm and not overreact
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Not be afraid of silences
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- Not automatically offer any physical touch as comfort
- Bear in mind that some children may not feel ready or know how to tell someone that they are being abused, may not recognise their experiences as harmful or may feel embarrassed, humiliated or threatened.
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- Tell the pupil what will happen next
- Report verbally to the DSL even if the child has promised to do it by themselves
- Complete the online safeguarding concern form and submit to the DSL as soon as possible and within 24 hours.
- Seek support if they feel distressed.

## Notifying parents

- The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.
- Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

## Referral to Children's Portal (Social Care)

- The DSL will make a referral to the Children's Portal if it is believed that a pupil is suffering or is at risk of suffering significant harm. A referral will also be made if it is believed that the family require support. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct referral to the Children's Portal if they genuinely believe independent action is necessary to protect a child.
- Referral procedures can be found at <https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home>, and either a Child Protection or Family Support referral form can be completed.

## Working with Other Agencies

- Forty Hill recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.
- The School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## Children Missing Education and Children Absent from Education

- Attendance, absence and exclusions are closely monitored.
- Children being absent from school repeatedly and/or for prolonged periods, as well as children missing education, can act as a warning sign of potential safeguarding issues
- A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.
- The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.
- Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

## Private Fostering Arrangements

- A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.
- Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

## Looked After Children and Previously Looked After Children

- The most common reason for children becoming looked after is as a result of abuse or neglect.
- The school ensures that staff have the necessary skills and understanding to keep looked after children safe.

- Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child.
- The Designated Teacher for Looked After Children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.
- The School will liaise with the Virtual School where necessary for LAC and Post-Adopted Children

### **Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. 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.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### **Vulnerable Groups**

Our staff will be alert to the potential needs for early help for a child who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence. They must consider that harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

### **The Prevent Duty**

- The Prevent Duty outlines the threat of Radicalisation, Extremism and Terrorism and defines them as such:  
Radicalisation – the process by which someone comes to support terrorism  
Extremism – the opposition to the fundamental British Values, calling for the death or armed forces  
Terrorism – the act of violence, property damage and wanting to endanger life to bring attention to a cause
- The current threat of radicalisation in the United Kingdom may include the exploitation of susceptible people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- If staff are concerned that children are at risk of radicalisation, they must report any concerns straight away to the DSL. They will then seek support from Children's MASH and may refer to Channel Panel.

### **Online Safety and Cyber-Bullying**

- The school receives regular updates and training in order to monitor and safeguard the children from being exploited online. Children receive termly online safety reminders and sessions and the parents are kept informed of latest technology and developments
- All children are made aware of CEOP and the facility to report abuse online
- The School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not

place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding

- The DSL will receive a weekly Filtering and Monitoring report and act on any concerns to ensure children are safe online at school, all devices are being used appropriately and our filters are effective and continuously updated.
- The DSL, SBM and IT Consultant will conduct an annual review of the effectiveness of Filtering and Monitoring systems and report back to the Governing Body.
- We acknowledge that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school Online-Safety Policy which can be found on the website.
- We will ensure a comprehensive whole school curriculum is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.
- The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
  - **Contact** – being subjected to harmful online interaction with other users, such as 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
  - **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as 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; and
  - **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams
- Further information regarding online safety can be found in the school's Online-Safety Policy and Acceptable Use Agreements which can be found on the website.
  - [www.saferinternet.org.uk](http://www.saferinternet.org.uk) provides support with all aspects of digital and online issues including social networking sites, cyberbullying, sexting, online gaming and streaming as well as Child Protection online.
  - The School has adopted the guidance outlined in the DfE publication: Teaching Online Safety in School June 2019  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

## Bullying

- While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying, child-on-child abuse and prejudice-based bullying should be reported and will be managed through our Anti-bullying policy which can be accessed in the school office.

## Safeguarding Children with Special Educational Needs and Disabilities

- Forty Hill acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening
- We will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. 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.

- Staff should be aware that SEN children are more prone to peer group isolation or bullying than other children.
- SEN children are also disproportionately impacted by behaviours such as bullying without showing outward signs of this.
- It should also be noted that there will be no assumption by school staff that any changes in pupils' behaviours will relate only to their SEN and disability and will be explored to ensure that they are not facing additional safeguarding challenges.

### If you have a mental health concern

- Good mental health means you have the capacity to live a full, productive life – as well as the flexibility to deal with its ups and downs.
- Poor mental health can be an indicator of abuse, neglect, ACE's, exploitation and these experiences can have a lasting impact on a child's behaviour, education and life chances, as well as lifelong mental health issues.
- Signs of poor mental health include low moods, sadness, emotional outbursts, trouble sleeping, weight or appetite changes, feeling guilty, avoiding social interaction, unmanageable self-expectations and substance misuse.
- Anxiety is one form of poor mental health, which means overwhelming feelings of unease, worry or fear. If not identified and supported, the child may resort to inappropriate coping strategies such as self-harming which increases the risk to the child.
- We strive to recognise, respond and build resilience at Forty Hill School through our PSHE curriculum, nurture groups, mental health and wellbeing focus week, Speak Easy talk-time as well as posters throughout our school advertising the NSPCC help-line, a recognised support service.
- If you have a mental health concern that is also a safeguarding concern, take immediate action and follow the safeguarding procedures.
- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL and/or Senior Mental Health Lead to agree a course of action.

### Confidentiality

- We recognise that all matters relating to Safeguarding and Child Protection are confidential.
- The Headteacher or DSL will disclose any information about a pupil to other members of staff on a 'need to know' basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

### Physical Intervention

- Staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- For children where it is felt that physical intervention may be needed, a risk assessment will be written
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- When working with SEND pupils, we recognise the need to be proactive with action planning to reduce the need for physical intervention
- The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
- Departmental advice for schools is available

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## 12 Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

### 13 Complaints

- The school has a Complaints Procedure available to parents and members of staff who wish to report concerns. This can be found on the school website.
- 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 Procedures for Managing Allegations Against Staff policy.

### 14 Allegations against staff, volunteers and adults from outside organisations using the school premises

- We understand that a pupil may make an allegation against a member of staff or volunteers.
- If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- If the allegation made to a member of staff concerns the Headteacher, the DSL will immediately inform the Chair of Governors who will consult with the Enfield's Lead Officer for Safeguarding and Child Protection.
- The school will follow the All London Child Protection Procedures and guidance in KCSIE for managing allegations against staff.
- Allegations may also concern the staff member's conduct outside school where they behaved/behave in a way which indicates they may not be suitable to work with children.
- Low level concerns about staff behaviour, which may include favouritism, openly disliking a child, being friends with parents both socially and on-line, should be reported to the HT, or if it is the HT, should be referred to the Chair of the Governing Body. The HT will keep records of low level concerns and address the low level concern in an appropriate and timely fashion.
- **If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, the school should follow its safeguarding policies and procedures and inform the local authority designated officer (LADO), as we would with any safeguarding allegation.**

### 15 Allegations against Pupils / Child on Child Abuse

- We recognise that young people are capable of abusing their peers. Child-on-Child abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying and violence and sexting. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- Forty Hill believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. The school will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that young people recognise warning signs and support both within the school and externally (such as the Police, ChildLine etc.)

#### **Pupils who have experienced child-on-child abuse will be supported by:**

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

#### **Pupils who are alleged to have abused other pupils will be helped by:**

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the young person



- Providing appropriate education and support
- Sanctioning them in line with school behaviour policy.
- Speaking with police or other local services (such as early help or children’s specialist services) as appropriate

**Creating a supportive environment in school and minimising the risk of child-on-child abuse**

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously

**Ensure staff are trained to understand:**

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

**16 Sharing of nudes and semi-nudes (sexting)**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images /videos, you must report it to the DSL immediately.

**You must NOT:**

- View, copy, print, store or save the imagery yourself or ask a pupil to share or download it.
- (If you have already viewed the image by accident, you must report to an DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupils involved to disclose information regarding the imagery (DSL responsibility)
- Share information about the incident with other members of staff, the pupils, parents or carers.
- Say or do anything to shame or blame the young person involved.

**You should:**

- Explain that you need to report the incident
- Tell the pupils that they will receive support

**Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children’s social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
- 

**The DSL will make an immediate referral to police and/or children’s social care if:**

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care. The decision will be made and recorded in line with the procedures set out in this policy.

**Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children’s social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children’s social care and/or the police immediately.

**Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

**Referring to the police**

If it is necessary to refer an incident to the police, this will be done through [insert details of your existing arrangements, e.g. a safer schools officer, a police community support officer, local neighbourhood police, dialling 101].

**Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

**17 Whistleblowing**

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- The school’s whistleblowing policy can be found on the school intranet which enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.
- Alternative routes to blow the whistle:  
Staff who feel unable to raise an issue - or feel that their genuine concerns about the effectiveness of safeguarding in the school are not being met - may wish to consider using the NSPCC whistleblowing helpline **0800 028 0285**.

**18 Safer Recruitment**

- Our school complies with the requirements of Keeping Children Safe in Education (DfE 2024) and Children’s MASH by carrying out the required checks and verifying the applicant’s identity, qualifications and work history.

- At least one member of each recruitment panel will have attended safer recruitment training.
- The school maintains a single central record of recruitment checks undertaken.
- We ensure that all relevant pre-employment checks are carried out on employees and workers engaged directly
- The school will inform shortlisted candidates that they might conduct an online search as part of due diligence checks in the recruitment process
- All employees/workers appointed/engaged prior to March 2002 (and with no subsequent change to their employment arrangement requiring a further check) have been subject to a check against List 99; additionally, those appointed between 1989 and March 2002 would have been subject to a satisfactory police check
- All employees/workers appointed/engaged since March 2002 have been subject to a satisfactory Enhanced Criminal Records Bureau (CRB) check. This check included a check against List 99
- All employees/workers appointed/engaged since 12th October 2009 have been subject to a satisfactory Enhanced CRB check, including a check against List 99/Independent Safeguarding Authority (ISA) Barred List
- All employees/workers appointed/engaged since 1st December 2012 have been subject to a satisfactory Enhanced with Barred List check through the Disclosure and Barring Service (DBS)
- We also ensure that relevant employees, and workers engaged directly are not disqualified under the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009
- Unsupervised, regular volunteers are also subject to the above safeguarding checks
- Supervised, regular volunteers are subject to the above safeguarding checks, with the current exception of the Children's Barred List check
- As appropriate, visitors to the school are asked to provide Photographic ID wherever possible
- Third party organisations deploying staff or workers to the school are required to provide confirmation that pre-employment and safeguarding checks relevant to the role have been carried out

## **19 Volunteers and Visitors to the School (including Contractors)**

- Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them.
- Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.
- The school checks the identity of all contractors working on site, requesting photo ID and requests DBS with barred list checks where required by statutory guidance.
- Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.
- Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site.
- Parents who are simply delivering or collecting their children do not need to sign in.
- All visitors are expected to observe the school's safeguarding and health and safety regulations.
- A visitor protocol / code of conduct is available on the school website.
- The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.
- Any organisation that provides services or activities on our site on behalf of the school, will be checked to see that they have the appropriate procedures in place, including safer recruitment procedures.

## **20 The use of School Premises by Other Organisations**

- Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body 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.
- If this assurance is not achieved, then an application to use premises will be refused.
- If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, the school SHOULD follow its safeguarding policies and procedures and inform the local authority designated officer (LADO).

## 21 Data Protection

The Keeping Children Safe in Education (KCSIE) 2024 update includes important clarifications on data protection, which emphasize the need for schools to comply with the Data Protection Act 2018 and UK GDPR when handling safeguarding information. The guidance highlights several key areas:

- **Handling of Sensitive Data:** Schools must be diligent when processing personal data, particularly sensitive information related to safeguarding cases, such as details of abuse, neglect, or health concerns. The data must be kept secure and only shared with relevant authorities to protect the child's welfare.
- **Transparency and Legal Basis:** Schools need to ensure that they have a legal basis for processing personal data, typically under the GDPR provisions for safeguarding children's welfare. Parents and guardians should be informed about how their child's data will be used and stored unless doing so would put the child at risk.
- **Staff Training:** It's crucial that all staff members understand their responsibilities under GDPR, particularly when dealing with safeguarding data. This includes knowing when data can be shared with external bodies like social services, while maintaining privacy for the child and family.
- **Online Safety and Monitoring:** Schools must also ensure their digital systems comply with data protection laws when monitoring online activity to safeguard students. Monitoring should be proportionate and necessary, and staff should be aware of the protocols for handling the data collected through these systems.

## 22 Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2024
- What to do if you're worried a child is being abused 2015
- Prevent Duty 2015
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2018
- Child Sexual Exploitation 2017

## 23 Related Safeguarding policies

- Staff Code of Conduct
- Behaviour Policy
- Complaints procedure
- Anti-Bullying Policy
- Whistleblowing Policy
- SEND Policy and SEND Offer
- Safer Recruitment Policy
- Grievance and disciplinary
- Health and Safety Policy
- Online Safety Policy
- Parent Code of Conduct / Visitor Behaviour Policy

## Appendix 1 - Four Categories of Abuse

### Physical Abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### Emotional Abuse

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

### Sexual Abuse

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

### Neglect

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

- 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.

### Indicators of Abuse or Exploitation

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

## Appendix 2 – Safeguarding Poster Visible Around the School

# Forty Hill CE School is committed to the safeguarding of our pupils and staff



*What to do if someone discloses to you: (A child may confide in any member of staff - or any other adult in the school, including helpers or visitors).*

- Yours is a listening role. Do not interrupt the child if he or she is freely recalling a significant event. Any questions that may be needed to clarify what the child is saying should be framed in an open manner and not lead the child in any way.

**Remember 'TED': tell me about . . . explain . . . describe . . .**

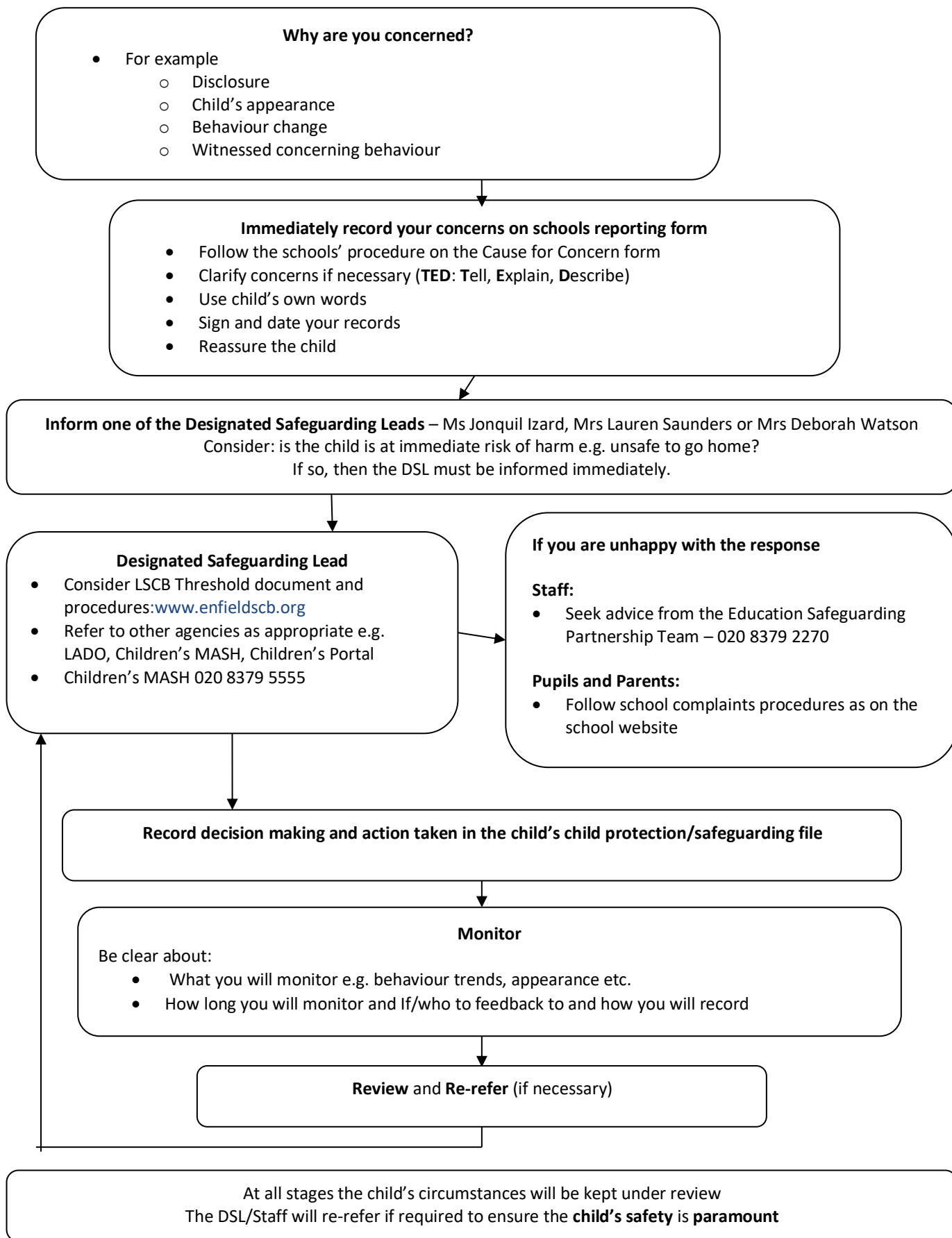
- Make a note of the discussion as soon as is reasonably possible (but within 24 hours) to pass on to the Designated Teacher. The note should record the time, date, place and people who were present, as well as what was said – this may be used in any subsequent court proceedings.
- Do not give an undertaking of absolute confidentiality. The child should understand that, in order to keep them safe, you might need to tell someone. Resist the inclination to become the child's 'hero': the school procedures are in place to facilitate effective prosecution if this becomes necessary.
- Always inform the Designated Teacher; your responsibility in terms of referring concerns ends at this point. Even if you are not sure that it is a serious disclosure, it is still worth the referral as it is always better to be safe than sorry.

**Designated Safeguarding Lead: Jonquil Izard**  
**Deputy Designated: Lauren Saunders**  
**Deputy Designated: Deborah Watson**  
**Safeguarding Governor: Sue Hammett**





## What to do if you have a Safeguarding concern at Forty Hill CE School



## Appendix 4: National Support Organisations

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### Support for adults

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

### Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

### Sexual Abuse and CSE

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

### Online Safety

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentsinfo.org](http://www.parentsinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

### Radicalisation and hate

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)