

NEWMAN CATHOLIC COLLEGE



SAFEGUARDING & CHILD PROTECTION POLICY

**COMMITTEE WITH RESPONSIBILITY FOR
MONITORING AND REVIEW:**

[Personnel Committee](#)

**Submitted to Governing Body September 2019
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1) INTRODUCTION

- 1.1 Newman Catholic College (NCC) fully recognises the responsibility it has under section 175 of the Education Act 2002¹ to have arrangements in place to safeguard and promote the welfare of children.
- 1.2 This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the school. Through their day-to-day contact with students and direct work with families, staff at the school have a crucial role to play in developing a culture of vigilance, for instance through noticing indicators of possible abuse or neglect and referring them to Social Care via Brent the Brent Family Front Door, the Brent LADO or the school's DSL (See section 4).
- 1.3 This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.
- 1.4 This policy has been developed in accordance with the principles established by:
 - i. The Children's Act 1989
 - ii. The Children's Act 2004
 - iii. Education Act 2002 (section 175)
 - iv. Keeping Children Safe in Education (DFE September 2018)
 - v. Working Together to Safeguard Children (DfE July 2018)
 - vi. The Education (Student Information) (England) Regulations 2005
 - vii. Education Act (1996)
 - viii. Children Act (1989)
 - ix. Sexual Offences Act (2003)
 - x. Information Sharing (2015)

2) DEFINITIONS:

- 2.1 Safeguarding is defined as: Safeguarding as defined in the Joint Inspector's Safeguarding Report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"
- 2.2 Child Protection is defined as "the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect". It involves measures and structures designed to prevent and respond to abuse and neglect.

¹ <http://www.legislation.gov.uk/ukpga/2002/32/section/175>

- 2.3 A vulnerable student is defined as a young person who the school has identified as being at risk of or the subject of either safeguarding or child protection concerns or a child with identified SEND. This includes children who are looked after (CLA), subject of child in need (CIN) plans, who have social service intervention at any other level, or where an in-school concern has been raised. Such students are identified on the NCC 'Vulnerable Student Register' through the Social Inclusion Forum which is reviewed termly.

3) PREVENTION & THE ETHOS OF THE SCHOOL

- 3.1 NCC is a Catholic School. Our principal that 'Everybody Contributes, Everybody Counts, Everybody Succeeds' is the very core of Safeguarding and the pastoral care of our students. The care guidance and support offered to students at NCC is based upon the teachings of Jesus through the Gospel values and the Beatitudes to ensure that all students are treated in an equal and appropriately confidential and caring way.
- 3.2 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with effective lines of communication with trusted adults, supportive friends and an ethos of protection.
- 3.3 The school community will therefore:
- 3.3.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
 - 3.3.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 3.3.3 Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

4) PROCEDURES and CONTACTS

- 4.1 The following contacts should be used when following procedures and making a referral:
- i. **NCC Safeguarding email address:** safeguarding@ncc.brent.sch.uk (Tel 0208 965 3947)
 - ii. **The Designated Safeguarding Lead (DSL) is:** Andrew Dunne (Deputy Headteacher).
 - iii. **The Deputy Designated Safeguarding Lead is:** Belinda Goodin
 - iv. **Other safeguarding officers are:** Joanne Englishby; Ms Vanetta Richards-Lindo; Mr Curtis Albert; Mr Michael Molokwu; Mr John Roche.
 - v. **The Governor nominated for Safeguarding and Child Protection is:** Teresa Outred
 - vi. **The Local Authority Designated Officer (LADO) for addressing allegations against staff and volunteers is** Yvonne Prince 07900135880 and 020 8937 4300 (option 1).

vii. **Interim Head of Safeguarding & Quality Assurance is:** Janice Altenor; Tel: 0208 9371629 - Mobile: 07741812796 (as of January 2019)

viii. **Brent LCSB:** <http://www.brentlscb.org.uk/> - **Brent Family Front Door:** 020 8937 4300 – **Brent FFD MASH Consultation Line for professionals** – 0208 937 2228 (Mon-Fri – 9am-12.30; 1.30pm-5pm)

4.2 The designated safeguarding lead (DSL) and any deputies are most likely to have the complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns

4.3 Staff are required to read and sign to say they have understood the content of the following documentation on an annual basis:

- The NCC Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (Part one and school leaders and staff working directly with children should also read Annexe A)
- Preventing Radicalisation and Extremism policy
- Behaviour for Progress Policy
- Staff Code of Conduct
- Attendance and Punctuality Policy (inc Children Missing in Education)

4.4 [What to do if you are worried a child is being abused:](#) If you are concerned that abuse is taking place, please record any detailed information on the yellow concern form and hand it to the safeguarding officer for discussion and action. The four types of abuse are outlined in Appendix A.

4.5 Reporting Procedure:

All staff are required to report any safeguarding concern immediately using the following steps:

- a) Either as a witness or relating to a verbal disclosure, listen to a young person's disclosure. Ensure students are clear that any disclosure or information would need to be passed on to the appropriate staff members.
- b) Report verbally (as soon as possible, before the end of school) to a named safeguarding officer.
- c) Write a detailed report of their actions/words on the yellow paper form (Located in the staffroom).
- d) Hand the yellow report to a safeguarding officer as soon as possible before the end of the school day.

- e) Safeguarding officer should then decide upon the most appropriate course of action and record the new incident/concern on the Online reporting system (e.g. CPOMS).
- f) If the DSL is not available, and concerns should be passed onto the Deputy DSL.

5) SINGLE CENTRAL REGISTER – PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

5.1 We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

5.2 New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

5.3 Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

5.4 Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

5.5 Agency and third-party staff

- We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

5.6 Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

5.7 Trainee/student teachers

- Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.
- Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

5.8 Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

5.9 Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

5.10 Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

5.11 Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

5.12 Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

6) PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWING)

- 6.1 This policy adheres to Diocese of Westminster guidance.²
- 6.2 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 6.3 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should contact the DSL or the Chair of Governors.
- 6.4 Whistleblowing: Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal

² [http://rcdow.org.uk/att/files/public%20interest%20disclosure%20\(whistleblowing\)%20policy%202014.pdf](http://rcdow.org.uk/att/files/public%20interest%20disclosure%20(whistleblowing)%20policy%202014.pdf)

is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part four of Keeping Children Safe in Education³.

- 6.5 The school will consult with the LADO in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education.
- 6.6 The DSL will liaise with the LADO ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 6.7 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 6.8 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 6.9 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 6.10 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 6.11 All staff have signed to confirm that they have read a copy of this policy (Safeguarding and Child Protection Policy 2018)

7) SAFEGUARDING THE SITE OF THE SCHOOL (INCLUDING AFTER HOURS):

7.1 Extended Schools and before and After School Activities (on or off school site)

- 7.1.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
- 7.1.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has

³ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

7.2 Visitors and Adults on the school site during the school day:

7.2.1 All staff are expected to wear their NCC Identification badge and green lanyard at all times whilst on site. All visitors must report to the main reception, to sign in. Their credentials and identification will be requested on arrival, before an NCC visitor badge can be offered. Visitors with DBS clearance will be offered a green NCC visitor badge. Visitors without DBS clearance will be offered a red NCC visitor badge.

7.3 Visitors and Adults on the school site outside of school hours:

7.3.1 Where extended school provision is offered directly under the supervision or management of school staff, the school's safeguarding arrangements will apply. Where provision is provided by an external organisation, the governing body of the school is responsible for confirming that the external organisation has appropriate safeguarding policies in place.

7.3.2 Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any other services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. **(Chapter 2 - Working Together 2018)**

8) RESPONSIBILITIES & RECORD KEEPING

8.1 The school will:

8.1.1. Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately

8.1.2. Ensure all records are kept securely; separate from the main student file, and in a locked location

8.1.3 Ensure all relevant child protection records are sent to the receiving school or establishment when a student moves schools in accordance with the Education Child Protection Record Keeping Guidance.⁴

8.2 Role of the designated safeguarding lead (See annexe B of KSIE 2018):

8.2 The broad areas of responsibility for the designated safeguarding lead are:

8.2.1 Managing referrals:

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339090/Record_Keeping_Guidance_for_Child_Protection_-_Aug_2011.pdf

- i. Refer all cases of suspected abuse to the local authority children's social care and:
- ii. Police (cases where a crime may have been committed).
- iii. Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- iv. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies Training
- v. The designated safeguarding lead at NCC should receive appropriate training carried out every two years in order to:
- vi. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- vii. 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
- viii. 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
- ix. Be alert to the specific needs of children in need, those with special educational needs and young carers
 - x. Be able to keep detailed, accurate, secure written records of concerns and referrals
 - xi. Obtain access to resources and attend any relevant or refresher training courses
 - xii. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them Raising Awareness
- xiii. The designated safeguarding lead should ensure the school's policies are known and used appropriately:
- xiv. Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- xv. Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- xvi. Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- xvii. Where children leave the school will ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file

8.3 Role of the Governing Body

- 8.3.1 Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- 8.3.2 The nominated governor for child protection is: Ms Teresa Outred
- 8.3.3 In particular the Governing Body must ensure fulfilment of all responsibilities placed on governing bodies and proprietors including:

- i. their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ii. ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- iii. appointing a designated safeguarding lead who should undergo child protection training every two years
- iv. prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- v. Ensuring that children are taught about how to keep themselves safe and how to recognise and how to get help when they need it.

8.4 Confidentiality and information sharing

8.4.1 Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Child protection information will be stored and handled in line with the principles of the “Information Sharing Advice for Safeguarding Practitioners” guidance (2015⁵). All staff in every service, from frontline practitioners to managers in statutory services and the voluntary sector should understand the circumstances in which they may lawfully share information, and that it is in the public interest to prioritise the safety and welfare of children. The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child. The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

8.4.2 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 student or parents to see child protection requests, they will refer the request to the Designated Person or Headteacher.

8.4.3 The school will:

- i. Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required. * **Information sharing: Guidance for practitioners and managers** is available from Department of Education. www.education.gov.uk
- ii. ensure that the Headteacher or Designated Person will only disclose any information about a student to other members of staff on a ‘need to know’ basis, including Domestic Violence notifications
- iii. make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- iv. ensure staff are clear with children that they cannot promise to keep secrets from students and that safeguarding disclosures must be passed on to relevant contacts (see section 4).

8.5 PRIVATE FOSTERING

⁵ <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

If it is discovered by a member of staff that a student is subject to a private fostering arrangement, it is the school's mandatory duty to inform the local authority. Any staff member suspecting such an arrangement whereby a child is living with family members or family friends must report it to the DSL (or Deputy DSL).

9) SUPPORTING VULNERABLE CHILDREN

- 9.1 We recognise that abuse or witnessing violence may have an adverse impact on those children who may last into adulthood without appropriate intervention and support.
- 9.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
- 9.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

9.4 The school will support the student through:

- 9.4.1 Curricular opportunities to encourage self-esteem and self-motivation
- 9.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- 9.4.3 The school's behaviour policy will support vulnerable students in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the student's sense of self worth. The school will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- 9.4.4 Liaison with other agencies which support the student such as Social Care, Child and Adolescent Mental Health Services, Brent Sexual Behaviour Service or Locality Teams, Brent Social Relationships Education department
- 9.4.5 A commitment to develop productive and supportive relationships with parents/carers
- 9.4.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 9.4.7 Monitoring and supporting student's welfare, keeping records and notifying Social Care in accordance with the Brent Local Safeguarding Children Board "Core Inter - Agency Procedures"
- 9.4.8 When a student who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed
- 9.4.9 When a child is missing from education, the school will follow the procedure as set out in BRENT's Children Missing Education guidance and inform the Education

Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns.

9.5 Substance Misuse and Child Protection (Please refer to NCC Drugs Policy)

9.5.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

9.5.2 When there is evidence or reasonable cause:

- i. to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- ii. to believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- iii. Where the misuse is suspected of being linked to parent/carer substance misuse.

9.6 Children of Substance Misusing Parents/Carers

9.6.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

9.6.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

9.6.3 This is particularly important if the following factors are present:

- i. Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- ii. Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- iii. The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- iv. Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- v. Disturbed moods as a result of withdrawal symptoms or dependency
- vi. Unsafe storage of drugs and/or alcohol or injecting equipment
- vii. Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

9.7 Domestic Abuse

9.7.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

9.7.2 Head Teachers are notified of Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Guidance for Schools.

9.8 Students with Special Educational Needs

9.8.1 We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

9.8.2 We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- A wide ranging mental health menu
- In-class Sport and Thought "Behaviour Coaching" support (In addition to LSA support)
- After school SEND homework club

10) SAFEGUARDING FEMALE and MALE STUDENTS:

10.1 In September 2012, The Home Office announced that the definition of domestic violence be implemented in March 2013 and states: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: Psychological, Physical, Sexual, Financial and Emotional" (Brent.gov.uk).

10.2 "Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

10.3 "Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim". This definition of controlling behaviour, which is not a legal definition, includes so called '**honour**' based violence, **female genital mutilation (FGM)** and **forced marriage**, and is clear that victims are not confined to one gender or ethnic group.

10.4 Female genital mutilation (FGM)

10.4.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.

10.4.2 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.

- 10.4.3 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 10.4.4 The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.
- 10.4.5 The Designated Person will make appropriate and timely referrals to Social Care if FGM is suspected. 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 student's wishes.
- 10.4.6 Some indications that **FGM may have taken place** include:
- i. The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family;
 - ii. A girl / young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems;
 - iii. A long absence from school or in the school holidays could be an indication that a girl / young woman has recently undergone an FGM procedure, particularly if there are behavioural changes on her return (this may also be due to a forced marriage - (see Safeguarding Children and Young People from Forced Marriage Procedure);
 - iv. A girl / young woman requiring being excused from physical exercise lessons without the support of her GP;
 - v. A girl / young woman may ask for help, either directly or indirectly;
 - vi. A girl / young woman who is suffering emotional / psychological effects of undergoing FGM, for example withdrawal or depression;
 - vii. Midwives and obstetricians may become aware that FGM has taken place when treating a pregnant woman / young woman.
- 10.4.7 All students, including males, should be made aware of the risks and signs of FGM
- 10.4.8 All staff should raise any female genital mutilation (FGM)-related concerns with the DSL (or deputy DSL).
- 10.4.9 It is a mandatory duty on teachers to report disclosures on FGM about a female under 18 personally to the police.
- 10.5 Honour Based Violence** is violence committed to protect or defend the 'honour' of a family and/or community. This can affect male and female students, however women, especially young women, are the most common targets, often where they have acted outside community boundaries of perceived acceptable feminine/sexual behaviour. In extreme cases the young person may be killed.

10.6 Forced Marriage - One or both people do not (or in cases of people with learning or physical disabilities, cannot) consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family).

10.6 Action to take if workers believe a child is at risk of FGM, honour based violence or Forced Marriage - Any information or concern that a girl / young woman is at risk of, or has undergone FGM should result in an immediate referral to the **NCC Safeguarding Officer(s)**. A further referral to Brent social Care will be made: **020 8937 4300**. Further support documentation from Brent⁶

10.7 SEXTING

10.7.1 Your responsibilities when responding to an incident

(For further guidance on sexting, please refer to the [UKCISS Guidance : sexting in schools and colleges 2017](#)⁷)

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

10.7.2 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. 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

⁶ <http://democracy.brent.gov.uk/documents/s15947/tackling-violence-against-women.pdf>

⁷

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery 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 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 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 imagery 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 imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (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.

10.7.3 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.
- They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.
- 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.

10.7.4 Informing parents

- The DSL will inform parents 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.

10.7.5 Referring to the police

- If it is necessary to refer an incident to the police, this will be done through the safer schools' officer

10.7.6 Recording incidents

- All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 8 of this policy also apply to recording incidents of sexting.

10.7.7 Curriculum coverage

- Pupils are taught about the issues surrounding sexting as part of our SRE education programme. Teaching covers the following in relation to sexting:
 - What it is
 - How it is most likely to be encountered
 - The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
 - Issues of legality
 - The risk of damage to people’s feelings and reputation
 - Pupils also learn the strategies and skills needed to manage:
 - Specific requests or pressure to provide (or forward) such images
 - The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

11) CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

11.1 Defining sexual violence and sexual harassment

- 11.1.1 Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Evidence shows that girls are at a higher risk of sexual violence or harassment.
- 11.1.2 At NCC, staff should make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. At NCC we do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”.
- 11.1.3 Examples of sexually violent or harassing behaviour: Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- 11.1.4 Students with SEND are three more times likely to be sexually abused or harassed. Any allegation involving a student with SEND should involve the input of the SENCO (or deputy SENCO). Staff should be aware of potential barriers that a student’s SEND status:
 - could impact on their ability to communicate an act of sexual harassment or abuse
 - could disproportionately be impacted on by behaviours such as bullying and harassment without necessarily showing outward signs of this.

- could mean that behaviours relating to their SEND could potentially mask evidence of any abuse. This should not be overlooked.

11.1.5 Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT

11.1.6 For government definitions of Rape, Sexual Violence, Sexual Harassment, Harmful Sexual Behaviour can be referred to on this document.

11.2 Whole School Approach

11.2.1 Safeguarding is a whole-school matter that involves all staff (teaching and non-teaching) and students alike. Senior leaders, school council, families and local community groups all have an important role in supporting safeguarding in the school.

11.2.2 Contextual Safeguarding: The Social Inclusion Forum (SIF) should act as a hub for the safeguarding team to share contextual information. Those agencies present at the SIF or those agencies working with the school on certain cases should be encouraged to share as much information as possible to maximise the holistic understanding of any student or case to best safeguard them, their families and their wider social networks. Information sharing is vital to good safeguarding, and fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

11.3 Examples of sexual violence and sexual harassment

11.3.1 Sexual violence refers to sexual offences under the Sexual Offences Act (2003) as described below i.e. rape, assault by penetration, and sexual assault.

11.3.2 Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline and is in the context of child on child sexual harassment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment - this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence and may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation; coercion and threats

11.4 Responding to reports of sexual violence and sexual harassment

- Decisions made in response to such incidents should be made in a prompt manner on a case-by-case basis:

11.4.1 Immediate Response:

All victims should be reassured, taken seriously and kept safe in a supportive manner. Staff reports should be made in an appropriate manner. This should be written as a summary of a student's verbal report written AFTER verbal disclosure, to ensure the member of staff offers any student their full attention. This report must be written up (as per section 4.4) in a neutral manner with no personal opinion included. Victims should be made aware of staff duty to not keep any details secret and that they should be passed onto the DSL (or any other safeguarding officer immediately). Where possible, this report should be managed with more than one staff member present.

11.4.2 Assessing the management of a report of sexual violence and/or sexual harassment:

- Any decision made by the school should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- The DSL (or deputy) would then decide on one of the following four options of action:

a) Manage the case internally

For example in cases of sexual harassment that are a one-off, the school may decide to apply the Behaviour for Progress policy and deal with the case internally.

All concerns discussions and decisions should be recorded (written and electronic).

b) Seek early help with a multi-agency approach

Any referral for early help should be with the full support of the school. This may be internally provided support or through a referral to Brent children and family services. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

c) Refer to children's social care

Where a child has been harmed, is at risk of harm, or is in immediate danger a referral to Brent children and family services should be made.

Any follow-up should be in collaboration between the school (via a member of the safeguarding team) and an involved authorities.

Any internal actions should be implemented immediately, regardless of when any external assessment or intervention begins.

d) Report the case to the police

As per advice for a referral to social care

11.4.3 Further details on following up on any potential criminal conviction and bail conditions are included from p68 in KCSIE

11.4.4 If the report includes an online element, staff should refer to DfE advice on Searching, Screening and Confiscation and/or UK Council for Child internet safety.

11.4.5 Risk and Needs assessment:

- Any risk assessment should consider the victim, the alleged perpetrator and any other children (or staff, where appropriate).

- A risk assessment should be recorded on the school's online safeguarding network and should be regularly reviewed and updated until such time as the risks are negated.
- Any internal risk assessment should be shared with any appropriate authorities as part of any potential further investigation.

11.4.6 Following up on a report of sexual violence and/or sexual harassment:

The DSL (or deputy) should then advise on the school's response, based on:

- How the victim wishes to proceed
- The nature of the incident (e.g. has a crime been committed)
- Ages of the students involved
- Developmental stages of the children involved
- Any age, social or other differences between those involved
- If there is a history/pattern of abuse or if the victim perceives this to be a one-off
- Any potential ongoing risks to the victim, other students, staff or the public
- Any issue relating to the contextual safeguarding history of any student involved

11.5 Ongoing Victim/Perpetrator Support

11.5.1 Immediate consideration should be given to how to best protect the victim and support the alleged perpetrator. E.g. Consideration should be made if the victim and alleged perpetrator share a classroom, and how to keep a reasonable distance in general spaces whilst any investigation is ongoing.

11.5.2 Ongoing Response:

- Support and responses should be applied in a case-by-case basis and could require long-term support being put in place.
- Victims may not disclose all information immediately, and should be offered suitable channels of support whereby any potential further disclosures or need for support can be made.
- The Social Inclusion Forum should agree on the most suitable follow-up support for any student potentially experiencing trauma.
- The victim should be protected from any form of bullying or harassment.
- If the student were to move to another educational institution, any safeguarding information should be passed on to the new school with full disclosure between respective DSLs.

11.5.3 Safeguarding and how to support the alleged perpetrator

- The alleged perpetrator should be safeguarded and supported in an appropriate manner. The age and developmental stage of the alleged perpetrator should be considered. Consider that the alleged perpetrator could potentially have unmet needs which should be addressed following the usual channels (i.e. through the social inclusion forum).
- Following any potential police conviction, the perpetrator may be subject to the school's sanctions as outlined in the behaviour for progress policy.
- If the student were to move to another educational institution, any safeguarding information should be passed on to the new school with full disclosure between respective DSLs.

11.6 Child Sexual Exploitation (CSE)

11.6.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

11.6.2 Sexual exploitation can take many different forms from the seemingly ‘consensual’ relationship to serious organized crime involving gangs and groups.

11.6.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyber bullying and grooming.

11.6.4 It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

11.6.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

11.6.6 Schools will complete the LSCB Child Sexual Exploitation Risk Assessment Tool and refer to the Multi-Agency Referral Unit if there is a concern that a young person may be at risk.

11.7 Child Criminal Exploitation: County Lines

11.7.1 Students can be vulnerable to the geographically widespread form of exploitation of young people for gang-related activities, drug dealing and/or other criminal activity away from their home location.

11.7.2 Typical evidence of such activity may be shown by periods of the student missing education and/or to be missing from home. Also, students may change in their demeanour, their appearance may change (e.g. unwashed) or they may acquire wealth or possessions of value without evidence of providence.

11.7.3 The use of contextual safeguarding networks (Social Inclusion Forum) should ensure that information is shared between interested parties and followed up and revisited on a regular basis.

11.7.4 Those students involved can:

- Affect students of any age under 18 years old
- Affect any vulnerable person over 18 years old
- Can be exploitation, even if the activity seems consensual
- Be acting under the threat of violence or bribery
- Be influenced by an individual or a group
- Is typified by some kind of power imbalance – i.e. Age, Gender, Cognitive ability, Physical strength etc

12) SUPPORTING STAFF

12.1 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.

12.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided for all staff by, for example, the Headteacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.

12.3 All staff receive training on the boundaries of appropriate behaviour. The document “Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings” provides advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook and can be found in the Staff Code of Conduct.

12.4 We recognise that designated staff should have access to support and appropriate workshops, courses or meetings as organised by the LA.

13) ALLEGATIONS AGAINST STAFF

13.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

13.2 All staff should be aware of the school’s behaviour/discipline policy and Staff Code of Conduct. This can be found in the staff handbook.

13.3 We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL, or the Headteacher if the DSL is not present. The DSL will fully inform the Headteacher immediately.

- 13.4 The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) who is also the Safeguarding in Education Team Manager.
- 13.5 If the allegation made to a member of staff concerns the Headteacher or the DSL, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO without notifying the Headteacher first.
- 13.6 The school will follow the LA procedures for managing allegations against staff⁸.
- 13.7 Suspension of the member of staff against whom an allegation has been made requires careful consideration.
- 13.8 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

14) REASONABLE RESTRAINT/POSITIVE HANDLING

- 14.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Staff Code of Conduct. It complies with DfE Restrictive Physical Intervention⁹ (May 2013). This guidance states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.
- 14.2 Such events should be recorded and signed by a witness.
- 14.3 Staff who are likely to need to use physical intervention should be appropriately trained.
- 14.4 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.

15) ANTI BULLYING

- 15.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

16) E-SAFETY

- 16.1 Our policy on e-safety is set out in a separate document, and addresses issues relating to school computer usage code of conduct, social media guidance, safeguarding against online grooming and cyber bullying guidance.

17) RACIST INCIDENTS

⁸ <http://www.brentlscb.org.uk/main/article.php?tag=Allegations&name=role§or=home>
1. ⁹ https://www.gov.uk/.../Restrictive-Physical-Intervention_Final-U.pdf

- 17.1 Our policy on racist incidents is included in the Behaviour for Progress Policy, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

18) HEALTH AND SAFETY

- 18.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

19) KEEPING AND ADMINISTERING MEDICINE

- 19.1 Any student taking medicine on site should have a medical care plan. Such a plan must outline the quantities of medicine required and the frequency of administration. This should be signed by a parent. Staff should not administer medicine themselves unless fully trained and if written parental consent has been given. Any medicines should be stored in the student medicine cupboard (main reception).
- 19.2 No member of staff should offer medicine that has **not been** prescribed to an individual.

20) PREVENTING GROOMING AND RADICALISATION

(See Preventing Radicalisation and Extremism Policy)

21) DEVELOPING BRITISH VALUES (AKA “Newman” Values)

(See Preventing Radicalisation and Extremism Policy)

22) POLICY REVIEW AND STAFF TRAINING AND AWARENESS

- 22.1 Paragraph 55 of Keeping Children Safe in Education (2018) notes that child protection policies should be updated annually.
- 22.2 The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the LA.
- 22.3 Stipulations for staff training are outlined in Appendix C. Induction training for new staff is conducted to ensure they are fully aware of all school policies, including this Safeguarding and Child Protection Policy.
- 22.4 Access to this policy by staff, parents, carers and governors is primarily through the school website (www.ncc.brent.sch.uk). Within school, summary posters and bullet pointed information on staff lanyards provides a visual and immediate reference point for all stakeholders.
- 22.5 Staff should speak to the DSL (or any safeguarding officer) and follow this child protection policy if they have concerns about a child.

23) ASSOCIATED POLICIES;

- 23.1 E-Safety policy; First Aid policy; Attendance policy; Behaviour for Progress policy; Health and Safety policy; Equality policy; Guidance and School policy for trips; Anti bullying policy; Preventing Extremism and Radicalisation policy; Whistleblowing Policy.

APPENDIX

APPENDIX A – FOUR CATEGORIES OF ABUSE

A) PHYSICAL ABUSE - 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.

B) NEGLECT – Such abuse may include:

- 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
- It may occur during pregnancy as a result of maternal substance misuse.
- It may involve the neglect of or lack of responsiveness to a child’s basic emotional needs.
- It also includes parents or carers 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
 - Ensure access to appropriate medical care or treatment

C) EMOTIONAL ABUSE - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child’s emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person’s needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- ‘making fun’ of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

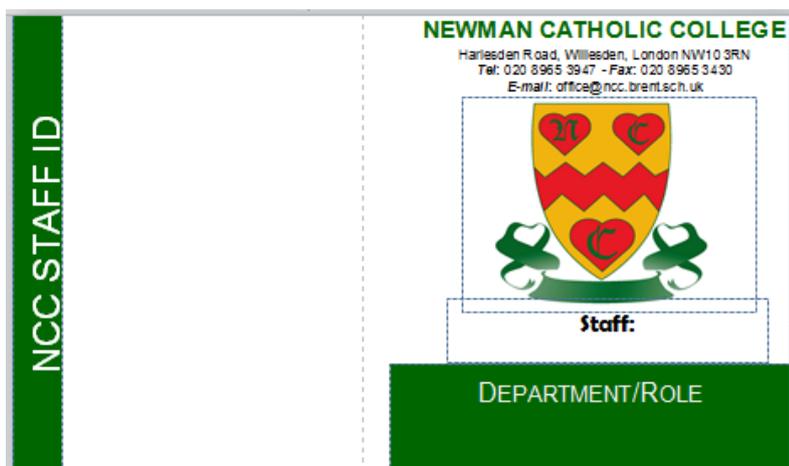
D) SEXUAL ABUSE – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
- 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.

APPENDIX B: Sample Staff ID badges – FRONT and BACK



Child Protection and Safeguarding Policy Summary:

If a young person is in immediate danger of harm, call 999. Otherwise, to raise a concern or for advice, contact:

- **NCC Safeguarding Team**
- **Brent LCSB:** <http://www.brentlscb.org.uk/>
- **Brent Family Front Door:** 020 8937 4300

APPENDIX C – Training

Expectations and timelines for training are as identified below:

All staff

- All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated across the year and will be in line with advice from the 3 safeguarding partners.
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

- Volunteers will receive appropriate training, if applicable.

13.2 The DSL, Deputy DSL and safeguarding team

- The DSL, Deputy DSL and safeguarding team will undertake child protection and safeguarding training at least every 2 years.
- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- They will also undertake Prevent awareness training.

13.3 Governors

- All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- As the chair of governors may be required to act as the ‘case manager’ in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

13.4 Recruitment – interview panels

- At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Newman Catholic College: **Safeguarding and Child Protection** - Policy Summary

- Safeguarding is the responsibility of every staff member at Newman Catholic College
- Safeguarding is when concerns are raised about a student's welfare
- Child Protection is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect.

Staff:

- Must wear NCC ID at all times
- Challenge visitors and colleagues on behaviour which contradicts safeguarding our pupils
- Read and refer to the Safeguarding and Child Protection policy



Students:

If you have a specific concern, please report it to either:

- Mr Dunne;
- Ms Goodin;
- Ms Englishby;
- Ms Richards-Lindo;
- Mr Molokwu;
- Mr Albert;
- Mr Roche.



Visitors:

- Must sign in, at reception and wear visitor lanyard at all times on site.
- Must adhere to the principles established in the Safeguarding and Child Protection policy



Protecting students:

- Bullying
- Verbal Abuse
- Physical or sexual abuse
- E-safety
- Grooming for Sexual Exploitation; Gangs; Extremism;
- Sexual Harrassment or Violence



Safeguarding at Newman

सलामती - salvaguarda - salvgardare - zabezpieczenie – pagbabantay – حماية

Keeping you safe is everyone's responsibility at Newman.
If you are worried, scared or want to talk an adult, we
have specially trained staff available to support you:

Safeguarding Team



Mr A Dunne
Safeguarding
Lead
Deputy Head



Ms B Goodin
Lead Learning
Mentor & Report
Safeguarding
Lead



Ms J Englishby
CLA Co-
Ordinator
Safeguarding
Officer



**Ms V Richards-
Lindo**
Head of Year 9
Safeguarding
Officer



Mr M Molokwu
Head of Sixth
Safeguarding
Officer



Mr C Albert
Dept Head of
Sixth, Projects
Safeguarding
Officer



Mr J Roche
Lay Chaplain
Safeguarding
Officer



**PC Gary
Weedon**
Safer School's
Officer

Contact Information – Out of school time, in holiday time, please contact the following:

- Childline: Tel – 08001111 (Free); www.childline.org.uk
- Mosaic LGBT Youth Centre - mosaicyouth.org.uk
- Samaritans: Tel – 116 123 (Free); www.samaritans.org