

WHITEHEATH JUNIOR SCHOOL



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Opportunity, Confidence & Growth

SAFEGUARDING & CHILD PROTECTION POLICY

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1. Background

This policy has been authorised by the Governors, is addressed to all pupils, members of staff, governors, volunteers and visitors to the school. It is freely available and is published on the school website. It applies wherever staff or volunteers are working with pupils even when they are away from the school, for example at an activity centre or on an educational visit. We will always act in the best interest of the child.

The welfare of our pupils will always be our central concern informed by the school's ethos and by legal requirements. Pupils are actively encouraged to raise personal and general concerns with members of staff.

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:

- Providing help and support to meet the needs of children as soon as they emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

"Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop."

(Working Together under the Children Act 1989)

The Headteacher, the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads (AHTs) have very important roles in being available to all members of the school community to offer advice on matters relating to safeguarding. Responsibility for the welfare of pupils' rests with all staff, but particularly with Senior Managers in the school.

The Governors of Whiteheath Junior School, are fully and properly informed of matters relating to Child Protection and Safeguarding. The Governors have full access to all the facts surrounding Child Protection concerns and the school's response, as and when it is appropriate. They have overall responsibility for the response made and to those in the school's care when events took place. To support them in that work, a Governor is identified as having a role in and commitment to Child Protection and Safeguarding.

The Designated Safeguarding Lead and the Headteacher, will ensure that the performance of the safeguarding and child protection regime is reported to regular meetings of the Governing

Body (see the Designated Safeguarding Lead's responsibilities below). Exceptional incidents will be reported to the Chair.

All staff should be aware of the challenges faced by pupils in understanding what they are being asked and in explaining what has happened to them. While staff must be mindful of the importance of not leading or suggesting, they will need to ensure that the pupils understand and are understood. Many pupils will choose to have a member of staff with them if they have any interviews or meetings with outside agencies and will be made aware of the opportunity to do so.

Staff should share any concerns they have about a child with the DSL. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, neglected or exploited and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL.

2. Commitment

Whiteheath Junior School is committed to safeguarding and preventing impairment of children's physical and mental welfare or development of children and young people and requires all staff and volunteers to share that commitment. The school will take measures to:

- a) ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance. This includes carrying out regular DBS checks for all adults who will be working with children. Where Whiteheath Junior School is used for non school activities those providers are expected to meet the guidance in 'Keeping Children Safe in Out of School Settings'.
- b) ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the above regulations and guidance given.
- c) ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) because that person has engaged in conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the LADO as soon as possible and in any event within one month; ceasing to use a person's services includes dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
- d) ensure that referrals are always made to the Disclosure and Barring Scheme (DBS) as provided for in this Policy whether the issue to be referred is current or historical.

- e) ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances from competent authorities within that organisation, that appropriate child protection checks and procedures apply to those staff.
- f) follow the All London Child Protection Procedures and procedures recommended by the LADO and liaise with the three safeguarding partners (local authority, health and police).
- g) protect each pupil from any form of abuse, whether from an adult or another pupil and including witnessing harm or ill treatment of others.
- h) be alert to signs of abuse both in the school and from outside.
- i) deal appropriately with each suspicion or allegation of abuse against a member of staff, volunteer or governor in accordance with *"Dealing with Allegations of Abuse against Teachers and Other Staff"*, and by consulting with the Local Authority Designated Safeguarding Lead (LADO). If Whiteheath Junior School receive allegations related to an incident that 'happened when an individual or organisation was using their school premises for the purposes of running activities for children...we will follow our own safeguarding policies and procedures, including informing the LADO'.
- j) operate procedures which promote this policy.
- k) operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- l) support children who have been abused in accordance with an agreed multi-agency child protection plan if applicable.
- m) be alert to the medical needs of children with medical conditions.
- n) operate robust health & safety procedures.
- o) ensure that School premises are as secure as circumstances permit.
- p) provide staff with training about taking sensible steps when working with individual pupils to ensure they are not in secluded or private areas.
- q) operate clear and supportive policies on drugs, alcohol and substance misuse.

- r) deal with any other safeguarding issues which may be specific to individual children in our Schools; have regard to guidance issued by the Secretary of State for Education (DfE) in accordance with section 175 of the Education Act 2002 and associated regulations, the main sources of guidance currently being: *All London Child Protection Procedures Version 5, Working Together to Safeguard Children 2025 and Dealing with Allegations of Abuse against Teachers and Other Staff*.
- s) maintain a positive school atmosphere which will help prevent incidents from occurring, supported by the teaching and pastoral support offered to pupils. Staff will endeavour to build trusted relationships with children and young people which facilitate communication. All staff may raise concerns with children's social care if they believe there is a risk of immediate serious harm to the child. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration. Safeguarding incidents could happen anywhere and staff are always alert to possible concerns being raised in schools.
- t) Be aware that mental health problems can be an indicator of abuse as traumatic childhood experiences can have a lasting impact.
- u) Be aware of the barriers that may prevent children from disclosing.
- v) Will think very carefully about the 'appropriate terminology' – e.g. victim and perpetrator used in front of children and young people.
- w) Ensure staff provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. The Headteacher takes the lead responsibility for this.

Every child protection concern, complaint, or suspicion of abuse from within or outside the School will be taken seriously and followed up and, as set out in this policy, will be referred to an external authority such as the Local Authority Designated Safeguarding Lead (LADO) Children's Services, or child protection lead for education.

In each case, the matter will be referred to Children's Services and where appropriate, Children's Services in the child's home area. This includes allegations of historic abuse.

In the case of those working in a school, the guidance in *Dealing with Allegations of Abuse against Teachers and Other Staff* is specific, namely that the employer (school) should report to the Local Authority Designated Safeguarding Lead (LADO) all cases where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or

- behaved or may behave towards a child or children in a way that indicates s/he is unsuitable to work with children.

3. Roles and responsibilities

The Designated Safeguarding Lead for Child Protection

The school has appointed a senior member of staff with the necessary status and authority (Designated Person) to be responsible for matters relating to child protection and welfare. The main responsibilities of the Designated Person are:

- a) To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- b) To be fully conversant with the Local Authority and School Child Protection and Safeguarding Policy and procedures.
- c) To be available to all staff of the school community for consultation on child protection issues.
- d) To co-ordinate the child protection procedures in the school.
- e) To maintain an ongoing training programme for all School employees.
- f) To monitor the keeping, confidentiality and storage of records in relation to child protection.
- g) To liaise with the Local Authority Designated Safeguarding Lead (LADO).
- h) To ensure that appropriate action is taken in the school and that procedures are followed in all Child Protection concerns and actual or suspected cases of child abuse.
- i) To contact the duty social worker within twenty-four hours to seek advice on concerns brought by staff, volunteers or pupils. To also check whether or not the pupil or pupil's family involved is known to Children's Services.
- j) To monitor records of pupils in the school who are subject to a child protection plan. To ensure that their records are maintained and updated as notification is received.
- k) To liaise with other professionals to ensure that children who are subject to a child protection plan are monitored.
- l) Where appropriate, to take part in the child protection conferences or reviews. When the Designated Safeguarding Lead cannot attend, he or she will ensure that the Deputy Designated Safeguarding Lead or a key member of staff attends. Where this is not possible, to provide a written report to the conference from the school. (It is acknowledged that this should occur rarely as the involvement of School staff is vital given the close involvement with the child.)
- m) To inform the child's Social Worker in writing when a child who is subject to a child protection plan moves to another School and to inform the new School of the child's status.

- n) In consultation with the Headteacher, to monitor staff development and training needs with regard to child protection issues and to ensure that training provided is current and relevant.
- o) To ensure that the curriculum offers opportunities for raising pupil awareness of child protection issues and developing strategies for ensuring their own protection, for example through the personal, social, health education (PSHE) programme, and reflect this in the school improvement plan.
- p) Together with the Headteacher and School Leadership Team, annually to review the School's Policy on Child Protection and Safeguarding and look at how the duties have been discharged, and to report on this to the Board of Governors.

Deputy Designated Safeguarding Lead

In the absence of the Designated Safeguarding Lead a Deputy Designated Safeguarding Lead, who must be nominated in advance, must take responsibility for child protection issues within the school.

They will (for each respective school/department):

- advise and act upon all Child Protection concerns reported to him or her.
- keep the Headteacher informed of all actions unless the Headteacher is the subject of a complaint. In this situation, the Designated Safeguarding Lead should consult with the Chair of Governors or in his or her absence, the Vice Chair.
- liaise with Children's Services and other agencies on behalf of the school.
- carry out any other duties normally conducted by the Designated Safeguarding Lead.

If the Designated Safeguarding Lead is unavailable or is him/herself the subject of a complaint, his / her duties will be carried out by the other Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead who has received appropriate training in safeguarding and inter-agency working.

4. Employees, Governors, School Advisors and Volunteers

The Headteacher and all other employees of the school, as well as every Volunteer and School Advisor who works with pupils, is under a general legal duty:

- a) to protect children from physical and mental abuse and promote their welfare.
- b) to be aware of the school's practice and policies on Safeguarding and Child Protection and to follow them.
- c) to know how to access and implement the procedures, independently if necessary.
- d) in dealing with a child protection issue to remain as objective as possible, never assuming that they know which categories of children are at risk.
- e) to keep an appropriate record of any significant complaint, conversation or event. Information should be recorded verbatim, if possible. They should not prompt, lead or suggest information to the child.

f) to refer to the Designated Safeguarding Lead (or in his/her absence, the Deputy Designated Safeguarding Lead) immediately.

g) in the case of allegations brought against a colleague, to refer the incident to the Designated Safeguarding Lead who will then refer this to the Headteacher immediately (please see the section below on Staff Allegations).

h) to undergo a DBS check and to undertake appropriate training including induction training and refresher training at regular intervals required by each individual course e.g. every two or three years.

All staff should:

- Reassure victims that they are being taken seriously and that they will be supported and kept safe. They should not be given the impression they are creating a problem or made to feel ashamed for making a report
- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation
- Be vigilant as multiple safeguarding issues will overlap with one another
- Be aware of the risk factors that increase the likelihood of involvement in serious violence

5. Whistleblowing

All staff are required to report to the Designated Safeguarding Lead any concern or allegations about school practices or the behaviour of colleagues or pupils which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Headteacher, the Designated Safeguarding Lead and the Local Authority Designated Safeguarding Lead (LADO). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on Whistle blowing which should be read in conjunction with this summary.

6. Training

- a) The Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals. The Deputy Designated Safeguarding Leads with responsibilities for child protection issues, as detailed in this policy, also undertake this same training. This will normally be Designated Safeguarding Leads' training as provided by Hillingdon Local Safeguarding Children Board. Staff receive a copy of *Keeping Children Safe in Education 2025* and sign to confirm receipt/ or are signposted to its location on the School Shared Network
- b) The Headteacher, staff and volunteers undertake training in child protection and safeguarding and this is updated annually.
- c) Records of training will be monitored by Governors annually.

- d) Every year at the beginning of the school year, all staff and volunteers who work in the school are reminded of the provisions in this Child Protection and Safeguarding Policy.
- e) Every recruitment panel includes at least one member of staff who has undergone safer recruitment training under the scheme currently operated by The Children's Workforce Development Council with refresher training every three years.
- f) The Governors will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every three years.
- g) If they have not attended the training for staff generally, temporary and voluntary staff who work with children are made aware of the school's arrangements for safeguarding and their responsibilities as above whilst they are waiting to attend the next available safeguarding course.
- h) The school will keep a central record of all safeguarding training undertaken by members of staff and others.
- i) The Designated Safeguarding Lead will attend, wherever possible, the Safeguarding Schools Cluster Meeting, which will meet at least termly and whose members can be gathered for advice at any time. This meeting is a good opportunity to share good practice and to outline concerns. It is chaired by the Child Protection Lead for Education.

7. Child abuse: Categories and definitions

Physical Abuse

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.

Online elements that facilitate, threaten and/or encourage physical abuse are also included in this category.

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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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, though it may occur alone.

Sexual Abuse

The definition given in *Working Together to Safeguard Children 2023* is as follows.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The key elements in any definition of sexual abuse are:

- the betrayal of trust and responsibility.
- abuse of power for the purpose of the sexual gratification of the abuser.

A perpetrator may also cause someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. Sexual violence can include an online element that facilitates, threatens and/or encourages sexual violence.

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 affect a foetus 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, clean clothing, ensure good levels of personal hygiene 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.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant for example in relation to the impact of on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Legal age for marriage

It is an offence, under the Marriage and Civil Partnership (Minimum Age) Act to cause a child under the age of 18 to enter a marriage in any circumstances, without the need to prove that a form of coercion was used. This includes non-legally binding 'traditional' ceremonies which would still be viewed as marriages by the parties and their families. Any concerns that students may be getting married should be referred to the DSL.

Domestic Abuse

Domestic Abuse is a pattern of threatening behaviour, coercive behaviour, control, violence or abuse by one person against another in a home or family setting.

It can happen to anyone - regardless of gender, age or culture - and can exist in any relationship - with partners, ex-partners or relatives.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives. The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. (The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Domestic abuse can take many forms and includes, but is not limited to:

Physical - Assault, punching, kicking, hitting, forced imprisonment, biting, strangling, burning, dragging, using weapons, throwing objects

Sexual - Rape, sexual assault, forced prostitution, degradation, using objects, forced to watch or act in pornography

Psychological - Verbal or emotional abuse, threats to kill, blaming, mind games, criticism, accusations, jealousy and obsessive behaviours, manipulation, sleep deprivation

Financial - Preventing a person from getting or keeping a job, taking money, not permitting access to or withholding family income

Isolation - Not being allowed to see others, to see who you want, denied any form of contact with family or friends and any other support networks

Domestic abuse is **never** acceptable.

Also known as coercive control, the use of control and coercion in relationships is a form of domestic abuse and, since December 2015, a criminal offence.

Controlling and coercive behaviour is outlined in Government guidance issued under section 77 of the Serious Crime Act 2015 as part of the Government's non-statutory definition of domestic violence and abuse. It is described as:

- 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; and
- 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

Coercive control is a form of abuse that involves multiple behaviours and tactics which reinforce each other and are used to isolate, manipulate and regulate the victim. This pattern of abuse creates high levels of anxiety and fear. This has a significant impact on children and young people, both directly, as victims in their own right, and indirectly due to the impact the abuse has on the non-abusive parent. Children may also be forced to participate in controlling or coercive behaviour towards the parent who is being abused.

How does it affect children?

Children who witness domestic abuse are being **emotionally abused**.

In the majority of reported domestic abuse incidents, children have either been present in the same or a nearby room.

Children who witness, intervene or hear incidents are affected in many ways, even after a short time.

Short-term effects:

- Anxiety or depression
- Feeling frightened
- Becoming withdrawn
- Bed wetting
- Running away
- Aggressiveness or behavioural difficulties
- Problems with school, poor concentration
- Difficulty sleeping, emotional turmoil
- Eating disorders or alcohol or drug misuse

Long-term effects

- Lack of respect for the parent
- Loss of self confidence
- An inability to trust and form relationships
- Becoming over protective or feeling responsible for the parent
- Feeling a 'loss of childhood'
- Problems at school, low education attainment
- Running away

Child Sexual Exploitation/Child Criminal Exploitation:

Both CSE and CCE are forms of abuse where an individual or individuals take advantage of an imbalance of power to coerce a child into performing criminal or sexual acts. Victims can be exploited even when behaviour appears consensual and can also take place on line.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;

- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

Having a prior experience of neglect, physical and/or sexual abuse;

- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories)
- It can include both physical contact and non-contact activities
- Some children may not realise they have been exploited - they believe they are in a romantic relationship.

Child Criminal Exploitation (CCE)

CCE is a form of child abuse. Staff should be aware that:

- It can include vehicle crime and threatening/committing serious violence
- Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection
- Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves
- Girls are at risk of criminal exploitation too, even though their experience may be different

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;

- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Criminal exploitation of children can include **County Lines**. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns or move drugs from A to B. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked or the purpose of transporting drugs.

Female genital mutilation and Honour based abuse

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8. Risk factors for FGM include:

- low level of integration into UK society
 - mother or a sister who has undergone FGM
 - girls who are withdrawn from PSHE
 - a visiting female elder from the country of origin
 - being taken on a long holiday to the country of origin
 - talk about a ‘special’ procedure to become a woman
- Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an ‘at-risk’ country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (for example, withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

8. Staff and volunteer responsibility

Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action.

Emotional abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment, which ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents and so very difficult to confront.

ALL abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

9. Procedures

A member of staff suspecting or hearing a complaint of abuse:

- Must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- Must not ask leading questions, that is, a question which suggests its own answer ("was it your Father?" or "did this take place on Tuesday when you were away?")
- Must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead, who will ensure that the correct action is taken.
- Must keep a written record of the conversation (see instructions below – paragraph 36). The record should include the date, time and place of the conversation and the

essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead.

Record on the schools reporting system CPOMS using the actual words spoken by the child wherever possible.

10. Preserving evidence

All evidence (for example scribbled notes, mobile phones containing text messages, clothing, and computers) must be safeguarded and preserved.

11. Recording

- Explain what has to be done next and who has to be told;
- Make a written record using the school's CPOMS recording system;
- Do not include your opinion without stating it is your opinion;
- Alert the DSL or ASL to the record without delay
- Consider seeking support for yourself and discuss this with the DSL, as dealing with a disclosure can be distressing.
- When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, referring to Safeguarding Policy – September 2023 taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met, they will contact the Stronger Families Team for advice (01895 556006) Where appropriate, the DSL will complete and submit the interagency referral form.
- Where a safeguarding concern does not meet the threshold for completion of a stronger families referral, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.
- School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with procedures and timescales.

12. Reporting

All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead, or if the complaint involves the Designated Safeguarding Lead, to the Headteacher.

It is not necessary to seek consent to share information for the purposes of safeguarding and promoting the welfare of a child provided that there is a lawful basis to process any personal information required.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the

purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children

Action by the Designated Safeguarding Lead

The action to be taken will:

- a) conform to the All London Child Protection Procedures.
- b) ensure that the school will not investigate concerns but refer them to the Local Authority Designated Safeguarding Lead (LADO), Children's Services or Police; respect the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- c) respect duties of confidentiality, so far as applicable.
- d) ensure that a child's interests are paramount.
- e) ensure that, if there is room for doubt as to whether a referral to Children's services should be made, the Designated Safeguarding Lead will consult with the Child Protection Lead for Education, or in the case of an allegation against a professional, the LADO, or other appropriate professionals on a no names basis without identifying the pupil. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made as soon as possible, within a maximum of 24 hours. If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to Children's Services within 24 hours using the Common Assessment Framework (CAF). If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact Social Services again. The Designated Safeguarding Lead will agree with the recipient of the referral what the child and parents will be told, by whom and when.

13. Referral guidelines

Our policy is to refer all matters of concern to the appropriate agency. If it is a matter of child protection it will be referred to Children's Services. If the concern relates to an allegation against a member of staff it will be referred to the Local Authority Designated Safeguarding Lead (LADO).

14. Low Level Monitoring

Any indication of a potential child protection issue must be discussed with the Designated Safeguarding Lead. If the Designated Safeguarding Lead has concerns, he or she will contact either the Child Protection Lead for Education, duty social worker at the Stronger Families Team or the LADO as appropriate to seek clarification on what action should be taken. (We have a separate policy on low level safeguarding concerns).

15. Allegations against staff members, volunteers or governors

The school follows procedures for dealing with allegations against staff (including supply teachers and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious or unfounded allegations. These procedures follow the guidance in the *All London Child Protection Procedures Version 5, Part 1*. See also 11(g) above. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned.

Where an allegation or complaint is made against the Designated Safeguarding Lead, the matter will be reported immediately to the Headteacher. The Local authority designated officer (LADO) will be contacted and advice adhered to.

Where an allegation or complaint is made against the Headteacher, the person receiving the allegation should immediately inform the Chair of Governors, or in his or her absence the Vice Chair, without first notifying the Headteacher.

Appendix 1 of this policy gives guidance to staff on how to reduce the likelihood that their behaviour and actions might place pupils or themselves at risk of harm or of allegations of harm to a pupil. They should also have a copy and have read the document 'Safer Working Practices for adults who work with children and young people (2018)'.

If the School ceases to use the services of a member of staff (or a governor or volunteer) because that person has engaged in conduct that harmed (or is likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used and there will be a prompt and detailed report to the Independent Safeguarding Authority. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the Governors without delay.

If an allegation against a member of staff is found to have been malicious it will be removed from personnel records. Then on a case by case basis if an allegation is not substantiated, is unfounded or malicious, the decision will be made as to whether it will be referred to in any employment reference. School leaders will consider all cases, even unsubstantiated as a learning opportunity.

16. Low Level concerns

The below is in line with the Low Level Safeguarding Concern Policy

Whiteheath Junior School understands the importance of acknowledging, recording and reporting **all** safeguarding concerns, regardless of their perceived severity. We understand that, while a concern may be low-level, that concern can escalate over time to become much more serious.

Low-level concerns refer to behaviour on the part of a staff member towards pupils that is considered inappropriate in line with statutory safeguarding advice.

Low-level concerns are differentiated from concerns that can cause harm.

While low-level concerns are, by their nature, less serious than concerns which meet the harms threshold, the school understands that many serious safeguarding concerns often begin with low-level concerns, e.g. being overly friendly with children. The school will ensure that all staff are aware of the importance of recognising concerns before they have an opportunity to escalate from low-level to serious.

Staff are responsible for:

- Adhering to all the relevant policies and procedures, including acting within the Staff Code of Conduct at all times.
- Interacting with pupils in a way that is respectful and appropriate for their level of authority and has due regard to the power imbalance between pupils and staff members.
- Understanding the importance of reporting low-level safeguarding concerns.
- Reporting any and all safeguarding concerns they may have about pupils immediately.
- Reporting any and all safeguarding concerns they may have about the behaviour of a member of staff immediately.

Inappropriate behaviour can exist on a wide spectrum, from inadvertent or thoughtless behaviour to behaviour which is ultimately intended to enable abuse. Examples of inappropriate behaviour that would constitute a low-level concern that should be reported to the DSL include, but are not limited to:

- Being overly friendly with children – this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with pupils, e.g. conversations that are about a staff member's personal life or are of a sexual nature.
- Having favourites – this could include, but is not limited to, calling pupils by pet names or terms of endearment or buying pupils gifts.
- Taking photographs of children on their personal mobile phones or devices.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Humiliating children.

Staff members will report their concerns to the headteacher or deputy headteacher verbally, or by submitting a Low-level Concern Reporting Form which can be found on the safeguarding notice board. When submitting concerns, staff will take care to ensure that they observe the Confidentiality Policy and the Allegations of Abuse Against Staff Policy, and protect the identity of all individuals to which the concern pertains as far as possible.

Where a low-level concern relates to the headteacher, it should be reported to the chair of governors.

Where a low-level concern relates to a person employed by a supply agency or a contractor to work in the school, staff will also be required to report this to the headteacher, who will, in turn, inform the employer of the subject of the concern.

All concerns reported to the headteacher will be documented in line with the Low Level safeguarding Policy.

17. Allegations against pupils – child on child abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy). Whilst staff recognise that it is more likely to be girls who are victims and boys perpetrators all child on child abuse is unacceptable

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

1. bullying (including cyberbullying, prejudice-based and discriminatory bullying);
2. abuse in intimate personal relationships between peers;
3. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
4. sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
5. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
6. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
7. consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);

8. upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
9. Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element).

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face

All staff should be aware that children can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content

Indicators of child on child abuse include but are not limited to:

1. absence from school or disengagement from school activities
2. physical injuries
3. mental or emotional health issues
4. becoming withdrawn – lack of self esteem
5. lack of sleep
6. alcohol or substance misuse
7. changes in behaviour
8. inappropriate behaviour for age
9. abusive towards others

All staff should be aware that abuse can take place in intimate personal relationships between peers

All staff should be clear as to the school's policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

A pupil against whom an allegation of abuse has been made may be suspended from the School and the School's policy on behaviour, discipline and sanctions will apply. The school will take advice from Children's Services or the Local Authority Designated Safeguarding Lead (LADO) as appropriate on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse,

the school will ensure that, subject to the advice of Children's Services or the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her. If a pupil is suspended from school as a result of an allegation of abuse, the Chair of Governors and at least one Designated Governor will be informed as soon as practicable.

This includes:

Upskirting - upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

18. Children Missing from Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2025) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded.

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date

Please refer to the school's attendance policy for more detail on how the school deals with persistent absentees.

19. Harm from outside the school

A member of staff who suspects that a pupil is suffering harm from outside the school should refer the matter to the Designated Safeguarding Lead. All staff should be aware that safeguarding incidents and behaviours can be contextual and extra familial circumstances can put a child at risk.

All staff should be aware of the indicators which may signal that children are at risk from, or involved with, **serious violent crime**. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with; individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of school. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse, including harassment and exploitation, domestic abuse in their own intimate relationships, criminal exploitation, serious youth violence, county lines and radicalisation.

All staff, especially the DSL (or DDSLs), should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. Children's social care assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It is important that staff provide as much information as possible as part of the referral process.

20. Supporting pupils at risk

Whiteheath Junior School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support pupils through:

- the curriculum to encourage self-esteem and self-motivation.
- the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- the implementation of the school's behaviour management policies.

- a consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- regular liaison with other professionals and agencies that support the pupils and their families.
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- recognition that in a home environment where there is domestic abuse, drug or alcohol abuse, and any other difficulties experienced by families, children may also be vulnerable and in need of support and/or protection.
- the school takes seriously and monitors incidents of child sexual exploitation and female genital mutilation; all concerns should be referred to DSL immediately.

Children potentially at greater risk of harm

The governing body recognise that whilst all children should be protected there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

Children with SEN and disabilities, and/or physical health issues can face additional safeguarding challenges, both in terms of their vulnerability and in terms of being able to report abuse.

Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Children who may benefit from **early help** include children with health conditions, a mental health need, a family member in prison or affected by parental offending, a risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage, and persistent absence from education (including absences for part of the day)

This policy should be considered alongside other related policies in school. These are the policies for the teaching of PSHE, the wellbeing and behaviour policy, the physical intervention policy, the anti-bullying policy and the health and safety policy.

All staff Whiteheath Junior School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy. The senior mental health lead at Whiteheath Junior School is Mrs Ventin.

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country.

In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

21. Radicalisation

As a minimum, schools should include the following in their safeguarding policy. As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

22. Monitoring

The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make an annual report to the Board of Governors. In addition, there will be a safeguarding report sent to governors each term.

The Board of Governors will undertake an annual review of this policy and how the related duties under it have been discharged. The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

A single record will be implemented giving a full history of child protection matters at the school which will be available to successive Principals and Chairs of Trustees. This record will help the school in upholding the highest standards of safeguarding.

This policy should be considered alongside other related policies in school. These are the policies for the teaching of PSHE, the behaviour policy and the health and safety policy.

23. Filtering and Monitoring for online safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors
- All staff will receive appropriate safeguarding and child protection training to include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Identify and assign roles and responsibilities to manage filtering and monitoring systems. The Head Teacher will take overall responsibility.
- Review filtering and monitoring provision at least annually
- Block harmful and inappropriate content without unreasonably impacting on teaching and learning
- Have effective monitoring strategies in place to meet safeguarding needs

Our approach to online safety is based on addressing the following 4 categories of risk as identified in Keeping Children Safe in Education 2025:

- Content -being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact – being subjected to harmful online interaction with other users, such as pressure from another child(ren), 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. To meet our aims and address the risks above, we will educate students about online safety as part of our curriculum.

- Children at Whiteheath Junior School are taught about how they can keep themselves and others safe online. To be effective we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special needs or disabilities.

24. Use of the school premises by other organisations

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate safeguarding policies and procedures in place in regard to safeguarding children and child protection.

25. Curriculum

We teach a broad and balanced curriculum which promotes the spiritual, moral, social and cultural development of all pupils and prepares them for the opportunities, responsibilities and experiences of life. We promote fundamental British values and teach the children how to keep themselves and others safe in and out of school as well as teaching them how to keep safe online.

26. Use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury to themselves or others..

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Should a member of staff be in a position where they use 'reasonable force' they must inform their school's DSL and provide a written report. Reasonable force should be used for as short a period of time needed as possible to ensure the safety of all concerned.