

Child Protection and Safeguarding Policy – Safer Recruitment

Reviewed and updated 04.09.2024

Introduction

L'école bilingue has a duty to keep children safe. This included how we protect children from experiencing harm and how we should respond when we suspect or confirm that a child is being harmed. This policy sets out how l'école bilingue is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002. In line with the Government's vision for all services for children and young people L'école bilingue management and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the school and its staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

Policy Aims

This policy aims to demonstrate to staff, pupils and parents, l'école bilingue's commitment to safeguarding and child protection. The welfare of our children is paramount. All children, regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities. We recognise that all adults in our school have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. Our school is committed to developing a culture of safeguarding by providing an environment in which children and young people feel safe, secure, valued and respected and which promotes their social, physical and moral development. Children in our school feel confident to, and know how to approach adults if they are in difficulties. This policy is used in conjunction with staff training and continued professional development to strengthen our whole school approach to safeguarding and to:

- raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- support pupils' development in ways which will foster security, confidence and independence;
- integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the year groups;
- make appropriate links and reference to policies in related areas such as discipline and bullying.

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Terminology

Safeguarding means the process of protecting children from harm and abuse. This includes:

- taking action to ensure children have the best outcomes
- making sure that the way children grow up is consistent with providing safe and acceptable care
- preventing barriers to children's mental and physical health or the way they develop

Child protection refers to the processes undertaken to protect children who have been identified as suffering, being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity. This includes, but is not limited to employed staff, contractors, volunteers, supply staff and self-employed staff.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Statutory means what has been decided or is controlled by the law. **Statutory guidance** tells us what schools and local authorities must do to follow the law.

Key Personnel

Designated Safeguarding Lead (DSL) Miss Olivia Good (Teacher and English Coordinator) Contact details 020 7224 8427	
Deputy Designated Safeguarding Lead (DDSL) Ms Laurence Hoffmann (Administrative Assistant) Contact details 020 7224 8427	Headteacher and Special Educational Needs Coordinator (SENCO) Ms Véronique Ferreira Contact details 020 7224 8427

Local Authority Designated Officer (LADO)

Every local authority has a legal responsibility to have a LADO who is responsible for organising the response to concerns/allegations that an adult who works with children may have caused them or could cause them harm. They will be informed within one working day of any allegations that come to our attention. The LADO will give advice and guidance to make sure that any allegation is dealt with fairly and quickly, ensuring that he child is protected effectively.

The LADO can be contacted by:

Email: lado@westminster.gov.uk

Telephone: Please call 020 7641 7668 and ask to speak to the Duty Child Protection Adviser

Online: [LADO Referral Form \(rbkc.gov.uk\)](https://www.rbkc.gov.uk/lado-referral-form)

Children's services

If you have concerns about the safety of a child, you can get in contact straight away on the below numbers:

Access to Children's Services team 020 7641 4000 (9am to 5pm, Monday to Friday) or Emergency Duty Team 020 7641 2388 (outside of these times).

The Access team provides a single point of contact for professionals and members of the public who want to seek support or raise concerns about a child. We will listen, assess your concerns, and can take action if a child is at risk.

If a child is in immediate danger, the police should be contacted on 999.

The law (legislation) and key statutory guidance:

[Keeping children safe in education 2024 guidance](#), also referred to as KCSiE, sets out the legal duties all schools must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.

[Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) and the [Childcare Act 2006](#) set out who is disqualified from working with children.

[the latest Working Together to Safeguard Children guidance](#) produced by the government states how practitioners, such as teachers, social workers, the police and health professionals working with children and families should work together to make sure that children and young people remain safe from harm.

[Education Act 2002](#), section 175 places a duty on maintained and local authorities to keep children safe and promote the welfare of pupils.

The [Children Act 1989](#) is the main source of child safety law for England and Wales. The Act gives the basis for most of children's services' duties and responsibilities towards children and their families. It also provides the legal framework for the child protection system. The [2004](#) amendment is used alongside the Act.

The [Children Act 1989 Care Planning, Placement and Case Review](#) sets out what responsibilities education settings have for children looked after by the local authority.

[The Human Rights Act 1998](#) sets out the core rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the [European Convention on Human Rights](#) (the Convention) that apply in the UK. Experiencing harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of these rights.

[The Equality Act 2010](#) states that schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (called protected characteristics). Therefore, we can take positive action to deal with disadvantages affecting our pupils with protected characteristics to make sure their needs are met. The [Equality Act 2010: advice for schools](#) advises us further.

[The Public Sector Equality Duty \(PSED\)](#) states that we have to be mindful of the need to eliminate unlawful discrimination, harassment and victimisation. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. It is important to make sure we foster good relations between those who share a protected

characteristic and those who do not, and work to make sure pupils have equal opportunities (please see our Anti-bullying policy for a more detailed explanation of protected characteristics).

[The Prevent Duty Guidance: For England and Wales](#)

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>

[RHSE 2019](#)

Statutory guidance on relationships education, relationships and sex education (RSE) and health education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

Duty of Care

- ◆ Ensure that the proprietors take responsibility for overseeing the Child Protection Policies and Procedures and that they are reviewed annually.
- ◆ Ensure we have a designated senior person for child protection and a DSL who have received appropriate training and support for this role.
- ◆ Ensure every member of staff (including temporary and supply staff and volunteers) knows the names of the designated senior persons (DSL/ DDSL/ headteacher) responsible for child protection and their role.
- ◆ Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- ◆ Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the policy.
- ◆ Notify children's services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- ◆ Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- ◆ Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- ◆ Ensure all records are kept securely; separate from the main pupil file.
- ◆ Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- ◆ Ensure safe recruitment practices are always followed.

Duty of Staff

It will be made clear to staff applying for posts within the school that the position is exempt from provisions of the Rehabilitation of Offenders Act 1974.

Staff will be made aware of the ‘Working Together to safeguard Children’, and ‘Keeping Children Safe in Education 2024’.

All staff (teaching and non-teaching) seeks to adopt an open and accepting attitude towards pupils as part of their responsibility for pastoral care. The staff hope that parents and pupils feel free to talk about any concerns and see school as a safe place. Pupils’ worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child’s welfare.

In addition to this, **all school staff:**

- will sign to say they have read the relevant part of KCSiE annually
- will provide a safe environment in which children can learn.
- will understand that it is everyone’s responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action
- will undertake safeguarding and health and safety training appropriate to their role and are familiar with the suite of safeguarding policies including the Safeguarding and Child Protection policy and the Staff Behaviour Policy (code of conduct)
- understand that any concerns should be acted upon immediately: early information sharing being vital in keeping children safe
- will consider at all times what is in the best interests of the child
- will know how to respond to a pupil who discloses abuse
- will refer any safeguarding or child protection concerns to the DSL (Olivia Good) or to the DDSL (Laurence Hoffmann) who can notify the head teacher as appropriate (the head teacher also being a proprietor of the school).
- will, wherever necessary, refer safeguarding and child protection concerns to external agencies, such as the police, children’s services and LADO
- will make sure that children who identify as lesbian, gay, bisexual or transgender (LGBTB) have a safe space to share their concerns

The role of Designated Safeguarding Lead

Olivia Good has the lead responsibility for safeguarding and child protection. The DSL is a senior member of staff from the school’s leadership team. L’école bilingue has a deputy DSL to support the DSL in their role. While the DSL may hand over some activities to a deputy, the DSL will always have the ultimate responsibility for keeping children safe.

The DSL’s responsibilities include, but are not limited to

- Reading and following KCSiE
- holding lead responsibility for safeguarding and child protection at l’école bilingue. This responsibility will not be delegated
- ensuring that they, or a deputy, are available during term time school hours for staff to discuss any safeguarding concerns

- acting as a source of support and expertise for the whole school community in regards to our safeguarding duties
- making sure all staff have access to this policy (and the wider safeguarding procedures) and that the policy is widely available publicly and reviewed annually
- making sure that all staff have an adequate and appropriate safeguarding induction, regularly updated safeguarding training and annually sign to say they have read the relevant part of KCSiE
- encouraging a culture of listening to children and taking account of their wishes and feelings
- undertaking multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role
- undertaking Prevent awareness training
- understanding the importance of sharing information, including referring a child if there are concerns about possible abuse to the local authority where the child resides and act as a focal point for staff to discuss concerns
- keeping the headteacher up to date with safeguarding issues
- contributing to the assessment of children, including taking part and/or supporting other staff to take part in strategy discussions and meeting between multiple agencies
- working as the 'case manager' and with the LADO for child protection concerns that involve a staff member (again, at L'école bilingue, the DSL must be the case manager, as the head teacher is also a proprietor of the school)
- working together with and supporting parents/carers and families who may be facing challenging circumstances
- keeping detailed, accurate records, either written or using appropriate online software, of all concerns about a child, even if there is no need to make an immediate referral
- ensuring that all such records are kept confidential, stored securely and are separate from the pupil's general file
- ensuring that a copy of the safeguarding and child protection file is retained until such time that the new school acknowledges receipt of the original file. The copy will then be shredded
- liaising with the local authority and work with other agencies and professionals in line with Working Together to Safeguard Children

- notifying Children's Social Care if a child subject to a child protection plan is absent from school without explanation
- having an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- recognizing the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation
- helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Deputy designated safeguarding lead(s)

- being trained to the same standard as the designated safeguarding lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

School Management

- ensuring this policy and other safeguarding-related policies and procedures (such as the staff behaviour policy) are shared and understood by all staff and are being followed at all times
- ensuring staff receive regular safeguarding training, which is updated regularly
- ensuring parents and carers are aware of this policy and where they can access it
- ensuring that the DSL has sufficient time, training, support and resources to carry out the role and there is cover by an equivalently trained deputy if the DSL is absent.
- ensuring that visitors are appropriately supervised or escorted, where necessary
- ensuring systems are in place for children to express their views and give feedback, which are used to inform the school approach to safeguarding
- ensuring there are enough staff per child (staff ratios), where relevant and applicable.

Child protection overview and specific safeguarding concerns

Types of abuse and Specific Safeguarding concerns

Abuse is where somebody fails to prevent harm (neglect) or causes harm (abuse). We are aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. Our staff will be aware that technology is a significant part of many safeguarding issues (please refer to our Mobile Phone Policy and our IT and Online Safety Policy).

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment.

The NSPCC defines child abuse as:

"Child abuse is the term used when an adult harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long-term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.

The Children Act 1989 introduced the concept of "Significant Harm" as the threshold that justifies compulsory intervention in family life in the interests of children.

There are no absolute criteria to rely on when judging what constitutes significant harm. Overall, it can be described as the detrimental outcome of various forms of child maltreatment to the child's well-being.

Harm means ill-treatment or the impairment of health or development.

Development means physical, intellectual, emotional, social or behavioural development.

Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical.

Health includes physical or mental health.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse. These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

A child may be experiencing abuse if he or she is:

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly put down, insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Displays sexual behaviour which doesn't seem appropriate for their age

- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

This list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you.

Categories

Physical abuse

Physical abuse is a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual abuse

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

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

(Definitions taken from Working Together to Safeguard Children (HM Government, 2018))

Please also take note of the following guidance to help identify and address cases of neglect:

[handling-cases-of-affluent-neglect-in-schools.pdf \(farrer.co.uk\)](https://www.farrer.co.uk/handling-cases-of-affluent-neglect-in-schools.pdf)

Indicators of Abuse

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries;
- children who are dirty, smelly, poorly clothed or who appear underfed;
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums;
- an air of 'detachment' or 'don't care' attitude;
- overly compliant behaviour;
- a 'watchful attitude';
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play;
- a child who is reluctant to go home, or is kept away from school for no apparent reason;
- does not trust adults, particularly those who are close;
- 'tummy pains' with no medical reason;
- eating problems, including over-eating, loss of appetite;
- disturbed sleep, nightmares, bed wetting;
- running away from home, suicide attempts;
- self-inflicted wounds;
- reverting to younger behaviour;
- depression, withdrawal;
- relationships between child and adults which are secretive and exclude others;
- pregnancy

A child who is being abused or neglected may also:

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

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed. **It is very important that staff report all of their concerns, however minor or insignificant they may think they are** – they do not need 'absolute proof' that the child is at risk.

What to do if you have concerns about a child's welfare and Disclosures

If staff have any concerns about a child's welfare, they must act on them immediately. We work hard to make sure our staff and safeguarding team are approachable and available, such that anyone can speak to them about any concern quickly, no matter how small or whether there is evidence.

We recognise the significant emotional impact being involved with, or aware of, safeguarding incidents can have. Approach our safeguarding team if you need any support during or following a safeguarding incident you have been involved in. The names of the DSL and deputy are clearly advertised in the school.

If a child is in immediate danger, or is suffering or likely to suffer significant harm

Make a referral to the police and/or children's services immediately if a child is in immediate danger, or is suffering or likely to suffer significant harm. Anyone can make a referral. Call the police on 999. If you make the referral, you will update the DSL or a deputy as soon as is practically possible.

How Pupils can report concerns/Pupil Voice

In our school, it is essential that pupils can tell us how they are feeling and know we will take seriously anything they share with us. Pupils can confidently report any worries they have about their lives, both in and out of school by speaking to an adult they trust. Pupils are made aware of this through assemblies and in the curriculum.

Disclosures

We recognise that it takes a lot of courage for a child to disclose they are being harmed. Staff know that

- children may not feel ready or know how to tell someone they are being harmed
- the child may not realise what is happening to them as harmful
- they may feel embarrassed, humiliated or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers

Our staff know they must show professional curiosity, i.e. explore and try to understand what is happening for an individual or family, rather than take what is being said on face value or making assumptions. We encourage staff to ask the pupil if they are OK or if they can help in any way. A child who makes a disclosure may have to tell their story more than once, such as to the police and/or social workers. At L'école bilingue, we know how important it is that a child's first experience of talking to a trusted adult about a worry they have is a positive one.

Handling a disclosure

- listen to them carefully and believe in what they are saying. Do not be afraid of silence moments
- be careful not to express your own views or feelings and stay calm
- do not investigate. Only ask enough questions to work out if you need to share this matter with the DSL or a deputy. Only ask open questions, such as: How? When? Who? Where?, and open statements, such as: “Tell me”, “Describe” and “Explain”. Otherwise, you may invalidate your evidence (and the child’s) in any later court proceedings
- if there are injuries or marks on the child, do not examine the child intimately or take pictures
- reassure them that they have done the right thing by telling you. Do not say to the child that you wish they had told you sooner
- do not automatically offer physical touch to comfort the child. Consider what may be comforting for the child, rather than how you prefer to be comforted
- tell the child it is not their fault and you are taking them seriously
- explain what you will do next. Tell the child that you cannot keep what they have told you a secret and that you will pass this information onto someone who can help

After a child has made a disclosure

- write up the conversation as soon as possible
- make sure the DSL or a deputy is aware of the disclosure. If appropriate, contact children’s services and/or the police directly and tell the DSL as soon as possible
- do not share the disclosure with anyone else unless children’s services, the police or another relevant agency involved in the safeguarding process tells you to
- get support for yourself if you need it

Recording a disclosure or safeguarding concern

- record the date, time, place and persons present
- use the child’s own words, verbatim where possible, and stick to the facts. Avoid making assumptions and do not put your own judgement on it
- record any noticeable non-verbal behaviour. Detail any visible marks or injuries and record them on a body map
- keep any original notes you have made on file
- do not ask children to make written statements themselves or sign records

Concerns about a child who is not in immediate danger, or is suffering or likely to suffer significant harm

The [flowchart](#) (Appendix 2) explains what you should do if you have concerns about a child. First, speak to the DSL or a deputy. If in exceptional circumstances, the DSL or a deputy are not available, this will not delay you from taking appropriate action. Instead, you will speak to a member of the senior leadership team or take advice from children’s services, if necessary.

If you are dissatisfied with the response from the DSL or children’s services, you should ask for the decision to be reconsidered, giving your reasons for this.

Early help

We are keen to work with families to provide support as soon as a problem becomes visible at any point in a child's life. If an early help assessment is appropriate, the DSL or a deputy will lead on working together with other agencies and set up an inter-agency assessment, as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

If early help support is appropriate, it will be kept under constant review. A referral to children's services may be required if the child's situation doesn't appear to be improving.

We are aware any child may benefit from early help. Staff who work directly with children will be particularly alert to the potential need for early help for children listed under Part 1, paragraph 18 of KCSiE 2024.

Referral to children's services

Concerns about a pupil or a disclosure should be discussed with the DSL who will help decide whether a referral to children's services is appropriate. If a referral is needed then the DSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If you have not had any feedback from children's services within 72 hours of making the referral, this must be followed up. If after a referral the pupil's situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, the child's situation improves.

Confidentiality

L' école bilingue takes our responsibility to protect and look after the data (information) we hold about pupils and our families seriously. The Data Protection Act (DPA) 2018 and General Data Protection Regulation (GDPR) guide us in how to do so. Under the DPA 2018, we will share information without consent if 'the safeguarding of children and individuals at risk' is our reason for doing so, and

- it is not possible to gain consent
- it cannot be reasonably expected that a practitioner (for example, teacher) gains consent, or
- to gain consent would place a child at risk

Staff are aware they can speak to the DSL or a deputy if they are unsure about sharing information.

Government guidance emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, 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 promote the welfare and protect the safety of children."

We will share information in a timely manner to keep children safe, which will include sharing information with agencies and professionals in line with the latest Working Together to Safeguard Children guidance. We respect that safeguarding matters are personal to families, so the DSL, deputy and headteacher will only share information about a child to members of staff and professionals on a need-to-know basis.

All staff are aware that they cannot make a promise to a child to keep secrets that might impact on the child's safety or wellbeing. Instead, staff should tell the pupil that they may need to pass information on to others who can help and protect them.

Notifying parents or carers

At L' école bilingue, working alongside and supporting families is a key priority. This involves being open and transparent with parents and carers when we have concerns about their child's welfare, and/or we need to request support from other services to make sure the child's situation improves. If we believe notifying parents or carers could increase the risk to the child or cause further harm, we will seek advice from children's services about how and when parents or carers should be updated.

It is legitimate to share concerns without a parent's or carer's consent when there is good reason to do so and that sharing the information would improve the safeguarding of the child in a timely manner.

Record Keeping

The designated safeguarding lead is responsible for keeping individual safeguarding files up to date. Safeguarding files will be stored securely, and access will only be given to those who need it.

When pupils leave L' école bilingue, the school will make sure that their safeguarding file is transferred to the new education setting or college. This will be securely transferred separately from their main pupil file. Where appropriate, the DSL will share information in advance of the pupil transferring so support can be put in place ready for when the pupil starts. When a child starts our school, we will make sure key staff are aware of the safeguarding file as soon as possible.

Specific Safeguarding Issues

Children missing from education

We recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation and can also be a sign of child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage and other harmful practices. We will ensure, where possible, that we have more than one emergency contact number for each pupil. This will give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Elective Home Education (EHE)

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, L' école bilingue will work together with the LA and other key professionals, to coordinate a meeting with parents/carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker (see [Elective Home Education](#) for further information).

Domestic abuse (DA)

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- economic
- emotional

- controlling or coercive behaviour

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs. L'école bilingue recognises that exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The school acknowledges that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

So-called 'honour based' abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Crimes include female genital mutilation (FGM), forced marriage and harmful practices such as breast ironing. Honour based abuse might be committed against young people in our school who

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to avoid an arranged marriage
- want to avoid a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour in or justification for abusing the human rights of others. Staff at l'école bilingue will record and report any concerns about a child who might be at risk of HBA to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the police as with any other child protection concern and may also contact the forced marriage unit for advice as necessary.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's services.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many

different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

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

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

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

Statutory guidance on Channel is available at: [Channel guidance](#).

Additional support

The Department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty;
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**;
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

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

London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

Child on Child Abuse: ‘Working Together to safeguard Children, ‘Statutory Guidance for Schools and Colleges’ and Keeping Children Safe in Education September provide further detail on what constitutes child on child abuse with recognition of its gendered nature. Pupils with SEND are more prone to peer group isolation and schools should put in place extra pastoral support to address this.

Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school and online. All staff are able to recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including online bullying, prejudice-based and discriminatory bullying)
- abuse within intimate partner relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- 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
- upskirting and initiation/hazing type violence and rituals

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

- sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos

→All incidents of sharing nudes and semi-nudes will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved. Young people who share nudes and semi-nudes of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident. All incidents of sharing nudes and semi-nudes should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to sharing nudes and semi-nudes is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of. If staff become concerned about a sharing nudes and semi-nudes issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). Staff will not look at, share or print any indecent images. The confiscated device will be passed immediately to the DSL. The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents and carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm, a referral will be made to SPA and/or the police immediately. The police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age. The DSL will make a judgement about whether a reported sharing nudes and semi-nudes incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation, sending or showing of images without the knowledge or against the will of a young person who is pictured. Aggravated incidents of sharing nudes and semi-nudes will be referred to the LADO or children’s services for advice about whether or not a response by the police and/or children’s social care is required. This will facilitate consideration of whether:

- there are any offences that warrant a police investigation
- child protection procedures need to be invoked

- parents and carers require support in order to safeguard their children
- a referral to the Multi-Agency Risk and Vulnerability (MARVE) Panel is required
- any of the perpetrators and/or victims require additional support, this may require the initiation of an early help assessment and the offer of early help services.

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts that are unusual for the young person's developmental stage or are violent
- sharing of indecent images places a young person at immediate risk of harm, for example the young person is presenting as suicidal or self-harming.

The DSL will make a judgement about whether or not a situation in which nudes and semi-nudes have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future. In the latter instance, the DSL will consult with the police and the SPA to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

Viewing the imagery

Adults should not view nudes and semi-nudes unless there is a good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery. Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil.

If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL will:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the head teacher
- ensure viewing is undertaken by the DSL or deputy DSL
- ensure viewing takes place with another member of staff present in the room, another DSL or a member of the Senior Leadership Team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school premises, ideally in the school office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery

- record the viewing of the imagery in the pupil's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents.

Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

More information on online safety can be found in our ICT policy.

Procedure to follow:

L'école bilingue does not tolerate any form of abuse and will not allow any such behaviour to be passed off as 'banter', 'just having a laugh' or 'part of growing up'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

What to do:

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the designated safeguarding lead should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact children's services to discuss the case. It is possible that children's services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children's services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Mental health

Mental health issues affect at least 1 in 10 children and young people. They include depression, anxiety, low self-esteem, disordered eating, panic attacks, sleep problems and many other conditions and behaviours. They are often a direct response to what is happening in their lives. L'école bilingue recognises that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately-trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue, or be at risk of developing one.

Possible warning signs include:

- Persistent sadness — two or more weeks
- Withdrawing from or avoiding social interactions
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide
- Outbursts or extreme irritability
- Out-of-control behaviour that can be harmful

- Drastic changes in mood, behaviour or personality
- Changes in eating habits
- Loss of weight
- Difficulty sleeping
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance
- Avoiding or missing school

Bullying

L'école bilingue has an anti-bullying policy which is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two pupils of any sex. They can also occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. L'école bilingue will ensure that all victims are taken seriously and offered appropriate support. Sexual violence and sexual harassment is not acceptable. Behaviours such as making sexual remarks (even if they are meant as compliments), grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

The school recognises that the following pupils can be especially vulnerable to sexual violence and sexual harassment:

- Children with Special Educational Needs and Disabilities (SEND)
- Pupils who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

Sexual violence: Sexual violence refers to sexual offences under the Sexual Offences Act 2003: Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent: Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Sexual harassment: Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- sexual 'jokes' or taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature
- upskirting

- online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos; unwanted sexual comments on social media; sexualised online bullying; exploitation; coercion and threats.

Online sexual harassment may be stand-alone or part of a wider pattern of sexual harassment and/or sexual violence.

Harmful sexual behaviours: Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent.

Harmful sexual behaviours refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage.

For more information see NSPCC Harmful Sexual Behaviours.

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Harmful sexual behaviours will be considered in a child protection context. The school recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

The PSHE curriculum covers the following issues according to the age and stage of development of the pupils:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong
- consent

Responding to allegations of sexual harassment and sexual violence

Pupils in our school know how to report concerns. All reports are treated seriously, including those that occur online or out of school. The school will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect both the victim and the alleged perpetrator. A written record will be made and next steps discussed, taking into account the views of the victim. A risk and needs assessment will be completed for all reports of sexual violence. The need for a risk and needs assessment for reports of sexual harassment will be considered on a case by case basis. The assessment, which will be kept under review, will consider:

- whether there may have been other victims
- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator or from future harms.

L'école bilingue will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community.

Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil and/or the person who has made the allegation is in need of help, or may have been abused by

someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual.

Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment

Private Fostering

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is to be looked after for a period of 28 days or more by someone who is not a close relative, guardian or person with parental responsibility. Close relatives include parents, step-parents, aunts, uncles and grandparents. This could include, for example, children whose immediate family still live in France.

County lines

This usually refers to urban drug dealers using a mobile phone number to establish new markets often in coastal or market towns. Young people without a criminal profile may be recruited as 'runners' for the drugs. We are aware of this issue and if young people go missing for periods of time, have unexplained money, or are associating with people involved with drugs we consider this as a potential issue. Where we have reason to be concerned, we will follow our safeguarding procedures, speaking to parents and contacting the police and children's services.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Extra-Familial Harms

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, and/or can occur inside or outside of the school environment, inside or outside of the home and online. The DSL, alongside all staff, will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms may include harassment and exploitation, teenage relationship abuse, criminal exploitation, serious youth violence, county lines, and radicalisation.

Child criminal exploitation (CCE)

Child criminal exploitation can happen to girls as well as boys and is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact, it can also occur through the use of technology.

CCE can include children being:

- forced to work in cannabis factories
- coerced into moving drugs or money across the country (county lines)
- forced to shoplift or pickpocket

- forced to threaten other young people
- manipulated into committing vehicle crime

Some of the following can be indicators of CCE:

- unexplained gifts or new possessions
- association with other young people involved in exploitation
- changes in emotional wellbeing
- misuse of drugs and alcohol
- regular missing episodes or frequently coming home late
- missing school or education

Cybercrime

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

Cyber-dependent crimes include

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded
- denial of service (DoS or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a pupil in this area, the DSL will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

L’École bilingue recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of ‘deepfakes’, where AI is used to create images, audio or video hoaxes that look real. The school will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying/behaviour policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Homelessness

L’École bilingue recognises that being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include:

- household debt, including new poverty induced by the pandemic
- rent arrears
- domestic abuse and antisocial behaviour
- the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to children’s social care will be made.

Child abduction and community safety incidents

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

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

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

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children **5-11-year olds** and **12-17 year olds**.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online **child arrangements information tool** with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

L'école bilingue recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies to help mitigate negative consequences for those children.

Modern Slavery and the National Referral Mechanism

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

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

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Information for schools and colleges can be found on the TES website and NSPCC website. In addition to the information found in this section on specific safeguarding issues, member of staff can access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education (CME)
- child missing from home or care
- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)

- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- relationship abuse
- trafficking
- child abduction and community safety incidents
- children and the court system
- children with family members in prison
- modern Slavery and the National Referral Mechanism
- cybercrime
- domestic abuse

Link with agencies and support services:

Principal agencies involved in investigating and dealing with child protection are:

- Westminster services departments.
- Westminster Police.
- NSPCC
- Health Professionals
- Educational psychologists
- And other local authority services

Child Protection Register

L'école bilingue will monitor pupils whose names are on the child protection register.

When a pupil on the child protection register is absent or show signs which suggest deterioration in his/her home circumstances, the education welfare officer or the child's key worker should be alerted.

Supporting Children at Greater Risk of Harm

Whilst all children should be protected, there are some groups of children who are potentially at greater risk of harm than others.

Children with a Social Worker

Where children have an allocated social worker, the DSL will liaise with any relevant agencies to ensure the welfare of these children are monitored. The DSL and key staff working with these children may be asked to contribute to a plan, or to be part of statutory meetings and conferences. Where children need a social worker, this will inform decisions about safeguarding e.g. responding to non-attendance, or providing additional pastoral support within the school.

Looked After Children

Where children are Looked After, or previously Looked After, the DSL will ensure that appropriate staff have all the relevant information they need in relation to the child's legal status, care arrangements, and contact arrangements with their birth parents. The DSL will have details of the social worker and the name of the virtual head in the authority that looks after the child. All Looked After children must have a Personal Education Plan (PEP), which is developed by the Local Authority and reviewed in collaboration with the school. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

Safer Recruitment Procedures

STAFF

APPOINTMENT OF STAFF

L'Ecole Bilingue ensures that recruitment procedures include a check of the possible criminal background of people who will have unsupervised access to children. It will carry out an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children). It will obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available.

Should a member of Staff come from abroad (i.e. France), he/she might not have all relevant documentation for a DBS check. The school will ask if a "national DBS" is available.

A check of any prohibition will be carried out using the Employer Access Online Service.

A member of staff whose services are no longer used because they are considered unsuitable to work with pupils will be reported to the safeguarding authorities within a month of leaving the school.

Referees will be sent a Reference Form to complete that was created by L'école bilingue.

A reference will always be obtained from the last employer.

SINGLE CENTRAL RECORD OF RECRUITING VETTING CHECKS (SCR)

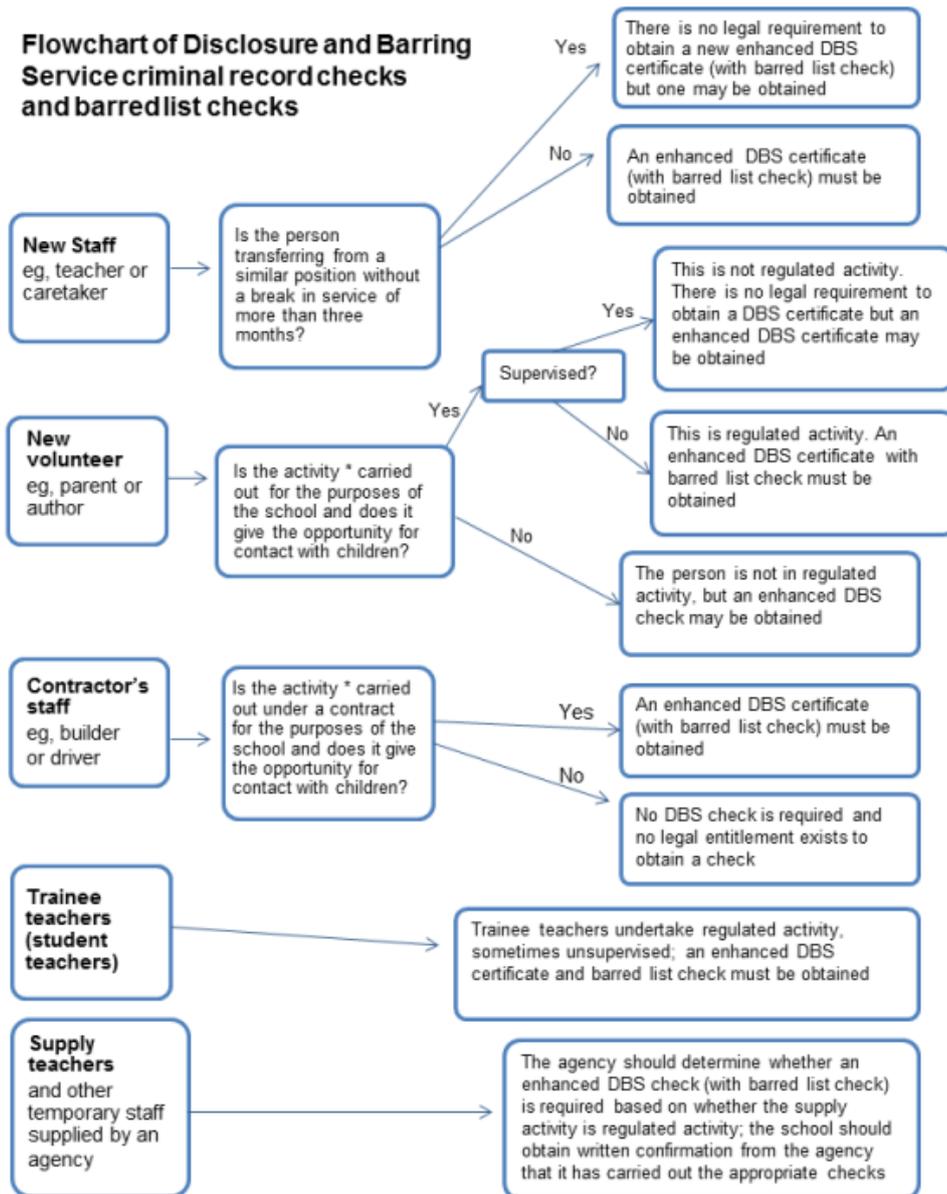
In line with DfE requirements, the school will keep and maintain a SCR. The SCR will list all staff who are employed at the school, including casual staff, supply agency staff whether employed directly or through an agency, proprietors and those who provide additional teaching or instruction for pupils but who are not employed by the School e.g. specialist sports coach or Art Teachers. The SCR will indicate whether the required pre-employment checks have been completed, what documents have been checked, when and by whom. The SCR will also clearly show which members of staff are working in the Early Years.

Staff members have a duty through their contract to immediately disclose during their employment if they are:

- charged or convicted of any criminal offence;
- in receipt of a police caution, reprimand or warning, or if there is a formal child protection;
- disqualified under the latest Childcare (Disqualification) Regulations (when working in relevant childcare provision)
- barred from working with children or vulnerable adults;
- the subject of a referral to the Disclosure and Barring Service (DBS).

Staff will also be asked at their yearly annual appraisal meetings whether they have any of the above to disclose, including where relevant disqualification under the Childcare Act 2006.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

ALLEGATIONS AGAINST A MEMBER OF STAFF, including the head teacher.

Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children are reported to have been committed by staff, supply staff, practitioners and/or volunteers, who work with pupils in our school. An allegation is any information which indicates that a member of staff, supply staff or volunteer may have:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children. This applies to any child the member of staff, supply staff or volunteer has contact with in their personal, professional or community life, as if they had child protection concerns raised for their own children.

The school is responsible for making itself aware of any allegations made against a member of staff and should adopt the following procedure for dealing with them.

Children who report they have been abused by a member of staff must be heard. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the DSL. DSL on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action

On no account should alternative explanations for their concerns be suggested to the children.

A written and dated record should be made of the allegations as soon as practicable.

Teachers should take any further steps as may be necessary to ensure child protection under the local procedures agreed by the LSPs (Local Safeguarding Partnerships).

As it involves conflict of interest in reporting the matter to the head teacher at L'école bilingue, due to her being the proprietor of the school, teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the DSL or in her absence the DDSL.

Where there is conflict of interest in reporting the matter to the Designated Safeguarding Lead or her deputy, the local authority designated officer (LADO) should be contacted directly.

When an allegation is made against a teacher, the DSL should decide if there is sufficient substance in the allegation to warrant an investigation. The DSL will have previously established contact with the appropriate officer at the local education authority and social services department.

In case of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence', the school will consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed for misconduct

The School is required to report promptly to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children due to safeguarding concerns, or would have been had they not resigned.

If a teacher is dismissed due to serious misconduct, or might have been dismissed had they not left first, consideration will be given as to whether to refer the case to the Secretary of State via the Teaching Regulation Agency.

Where an allegation relates to a member of supply staff provided by an agency or a contractor, the agency or employer should be fully involved, so any potential patterns of inappropriate behaviour can be identified.

Low level concerns

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. The culture of our school is such that staff are encouraged to pass on low level concerns to the DSL. These concerns will be recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Again, reports about supply staff and contractors will be notified to their employers so any potential patterns of inappropriate can be identified.

Reporting a low-level concern

Low level concerns about a member of staff should be reported to the DSL or in her absence the DDSL as per the school's Child Protection procedures. If the concern is about the Head teacher this should be reported to the DSL who can notify the head teacher as appropriate.

Dealing with a low-level concern

Where a concern is raised about the practice or behaviour of a member of staff, this information must be recorded and passed to the DSL, who can notify the head teacher as appropriate.

The DSL must then make an assessment to determine if the matter is a 'low level concern' or an 'allegation' and follow one of the following routes.

- Allegations that meet the harm threshold will be referred to the LADO for advice.
- Low level concerns that the school feel may need further guidance on will be referred to the LADO for advice.
- Low level concerns that the school feel they can deal with internally will be dealt with via the school's usual child protection investigation process.

Recording a low-level concern

All low-level concerns should be formally recorded by a member of staff when they are made aware of them. This record should then be passed to the DSL or in her absence, the DDSL who can notify the head teacher as appropriate.

The record should include:

- Details of the concern,
- The context in which the concern arose,
- The outcome of the investigation and any action taken, and
- The name of the individual sharing their concerns (if known) (unless the individual wishes to remain anonymous which must be respected as far as possible).

Relevant records will be retained confidentially. A separate record will also be kept of low-level concerns to more easily identify patterns that may involve more than one member of staff. All records must be kept in line with data protection principles.

Reviewing a low-level concern

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the DSL will decide on a course of action, which may include:

- Disciplinary investigation and/or proceedings
 - Management Advice, including recommendations for training
 - Referral to the LADO (where a pattern of behaviour moves from a concern to meeting the harm threshold).
- The school will also review appropriate policies and training, or other wider cultural issues in the school, to see whether anything needs to be done to minimise the risk of similar behaviour happening again

Curriculum

The proprietors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHCE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

Children with Special Educational Needs

The proprietors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Staff will be made aware that disabled young people and those with SEN/SEND are significantly more likely to experience bullying, including online bullying and prejudice-based bullying than other children.

It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability, especially where there are communication issues, which will make managing and reporting challenges more difficult. For example

- A child experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a child's disability or health condition rather than an indicator of abuse, it can prevent adults from taking action.
- Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

Physical Contact with Pupils (guidance on how to avoid harming pupils or putting themselves at risk of allegations)

It is unnecessary and unrealistic to suggest that teachers should touch pupils only in case of emergencies. Particularly with younger pupils, touching them is inevitable and can give welcome reassurance to the child. It is, however, important for teachers to be sensitive to a child's reaction to physical contact and to act appropriately. Staff must make sure when engaging contact with child (unless immediate danger for the child) that witnesses are available.

In extreme cases, a teacher might physically have to restrain a pupil to prevent him or her causing injury to him or herself, to others or to property.

In such instances no more than the minimum necessary force should be used and the teacher should try to avoid causing injury to the pupil.

Monitoring and evaluating effectiveness of the school's policy

The proprietors will review the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS

The school will operate safeguarding procedures in line with multi-agency safeguarding arrangements put in place by the

[Local Safeguarding Partnership – Kensington and Chelsea/Westminster](#)
[Information for professionals and volunteers | lscp \(rbkc.gov.uk\)](#)

[LSCP Multi Agency Safeguarding Children Arrangements:](#)
<https://www.rbkc.gov.uk/lscp/sites/default/files/atoms/files/LSCP%20Multi%20Agency%20Safeguarding%20Children%20Arrangements.pdf>

Tri Borough contact details for consultation and referrals concerning safeguarding and child protection:

- Westminster – Access to Children's Services Team - 020 7641 4000 (9am to 5pm, Monday to Friday)
Emergency Duty Team (outside of these times) - 020 7641 2388
- Kensington and Chelsea – 020 7361 3013 (9 am to 5 pm)
Emergency Duty Team (outside of these times) - 0207 373 2227

Safeguarding and Child Protection Training, Consultation and Advice:

LSCP training programme coordinator, at lscb@rbkc.gov.uk or call on Tel, 07739 315 081.

Allegations against staff – Contact details for Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Please call 020 7641 7668 and ask to speak to the Duty Child Protection Adviser
Email lado@westminster.gov.uk

For further information on the LADO and making a referral please visit the [Local Safeguarding Children Partnership LADO page](#).

Designated Safeguarding Lead: Olivia Good

Deputy Designated Safeguarding Lead: Laurence Hoffmann

Linked Policies:

This policy is one of a range of documents that set out what our responsibilities are and how we should carry them out. Other relevant documents include the below policies:

- Bullying: Bullying issues are addressed in more detail in L'Ecole Bilingue's "Anti-bullying policy"
- Mobile Phone Usage: Mobile Phone usage at school for staff and pupils is addressed in L'école bilingue's Mobile Phone Policy

Please also consult:

- IT and Online Safety Policy
- Health and Safety Policy
- Staff Behaviour Policy
- Behaviour and Discipline Policy
- Whistleblowing
- Risk Assessments

Other Issues:

- The school must also be aware of:
 - cyberbullying
 - drugs
 - fabricated or induced illness
 - faith abuse
 - gangs and youth violence
 - gender-based violence/violence against women and girls (VAWG)
 - teenage relationship abuse
 - trafficking.

Further details are in Keeping Children Safe guidance.

Ref.:

- [Keeping children safe in education 2024](#)
- [Working together to safeguard children 2023](#)
- [What to do if you're worried a child is being abused March 2015](#)
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race).
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- [Information Sharing for Safeguarding Practitioners May 2024](#)

Name: _____

Date: _____

Signature: _____

Appendix 1

Definitions and Symptoms of Abuse

More specific signs and symptoms of

Physical Abuse

- ◆ **bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- ◆ **slap marks** — these may be visible on cheeks or buttocks.
- ◆ **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- ◆ **bruising on both sides of the ear** — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- ◆ **grip marks on arms or trunk** - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- ◆ **black eyes** – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. NB. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- ◆ damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- ◆ **bite marks**
- ◆ **fractures**
- ◆ **poisoning or other misuse of drugs** – e.g. overuse of sedatives.
- ◆ **burns and/or scalds** – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

Neglect

- ◆ **Dirty**
- ◆ **Lack of appropriate clothing**
- ◆ **Smells of urine**
- ◆ **Unkempt hair**
- ◆ **No parental interest** (a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child' from thriving.)
- ◆ **Underweight** — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- ◆ **Body sores**
- ◆ **Not wanting to communicate**
- ◆ **Behaviour problems**
- ◆ **Attention seeking**

- ◆ **Lack of respect**
- ◆ **Often in trouble – police**
- ◆ **Bullying**
- ◆ **Use of bad language**
- ◆ **Always out at all hours**
- ◆ **Stealing**
- ◆ **Lack of confidence – low self-esteem**
- ◆ **Jealousy**

Sexual Abuse

- ◆ **a detailed sexual knowledge inappropriate to the age of the child.**
- ◆ **behaviour that is excessively affectionate or sexual** towards other children **or** adults.
- ◆ **attempts to inform by making a disclosure about the sexual abuse** often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- ◆ **a fear of medical examinations.**
- ◆ **a fear of being alone** — this applies to friends/family/neighbours/baby-sitters, etc
- ◆ **a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**
- ◆ **excessive masturbation** is especially worrying when it takes place in public.
- ◆ **promiscuity**
- ◆ **sexual approaches or assaults** - on other children or adults.
- ◆ **urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- ◆ **bruising** to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- ◆ **discomfort or pain** particularly in the genital or anal areas.
- ◆ **drawing of pornographic or sexually explicit images.**
- ◆ **withdrawn**
- ◆ **rejecting physical contact or demanding attention**

Emotional Abuse

- ◆ **Crying**
- ◆ **Rocking**
- ◆ **Withdrawn**
- ◆ **Not wanting to socialise**
- ◆ **Cringing**
- ◆ **Picking up points through conversation with children**
- ◆ **Bad behaviour**
- ◆ **Aggression**
- ◆ **Behaviour changes**
- ◆ **Bribery by parent**
- ◆ **Self-infliction**
- ◆ **Lack of confidence**
- ◆ **Attention seeking**
- ◆ **Isolation from peers – unable to communicate**
- ◆ **Clingy**
- ◆ **Afraid of authoritative figures**
- ◆ **Treating others as they have been treated**

Appendix 2

Flowchart: What to do if you have concerns about a child

