



# Safeguarding Policy

## 2021-2022

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### **Child Protection and Early Help**

Leadership Team Responsibility:	Ruthana Christofides
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## **Introduction and aim of the policy**

Lister Community School seeks to provide the highest possible standard of education for all our pupils and to provide a world class education for young people in Newham. We attach the highest importance to ensuring a safe environment and the safety of all members of the school community. We recognise the important role that our school plays in caring for and promoting the welfare of the children in our community.

We are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the **best interest** of the child.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

## Scope

This policy applies to all Staff (including Contractors), Governors, Volunteers and Trustees working in or on behalf of Lister Community School. We will make the policy available on our school's website and all staff are provided with an electronic copy at induction or the start of the academic year.

## Related Policies

It is an expectation that **all** staff **must** have read the following:

- Keeping Children Safe in Education September 2021; and school leaders and staff that work directly with children should also read Annex A
- Staff Guidelines (Sometimes known as Staff Conduct or Behaviour Policy)
- Safeguarding and Child Protection Policy
- Behaviour Policy - this includes:
  - Anti-Bullying;
  - Use of physical force and restraint;
  - Searching, screening and confiscation
- Policy for Children Missing Education

At Lister Community School we recognise that safeguarding the welfare of young people permeates everything that we do as a school. We therefore recognise that a range of other school policies also contribute to the safeguarding of our school community. Staff should also be aware of these:

- Attendance Policy
- Newham CME policy (Children Missing Education)
- Online Safety Policy
- IT Acceptable User Policy
- Health & Safety Policy
- Educational trips and visits Policy
- Whistleblowing Policy

All School policies can be found in the policy section of our website.

## Safeguarding Legislation and Guidance

Lister Community School understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

This policy has been written in accordance with the following statutory guidance and legislation:

Keeping Children Safe in Education September 2021

What to do if you're worried a child is being abused - March 2015

Working Together to Safeguard Children - July 2018

London Child Protection Procedures and Practice Guidance (May 2018)

Education Act 2002

The Homelessness Reduction Act 2017

Preventing and Tackling Bullying (DfE, 2017)

Female Genital Mutilation Act 2003 (S.74 - Serious Crime Act 2015)

Information Sharing Advice for Practitioners providing Safeguarding services to children, young people, parents and carers. (DfE, July 2018)

Advice on Whistleblowing in Maintained Schools (DfE, 2014)

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education May 2019

Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People

Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies - July 2013

Searching, Screening and Confiscation; Advice for Headteachers, School Staff and Governing Bodies - January 2018

Sexual violence and sexual harassment between children in schools and colleges - May 2018

Review of sexual abuse in schools and colleges-June 2021 Counter Terrorism and Security Act (HMG, 2015)

The Prevent duty Departmental advice for schools and childcare providers (DfE, 2015)

Serious Crime Act (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

General Data Protection Regulations 2018 (GDPR)

Children Act 1989

Children Act 2004

Children and Social Work Act 2017

Modern Slavery Act 2015

## **Key Personnel and Contacts**

### **Lister Community School**

**The Headteacher:** Kunal Vora

Contact Details: email: [Heads.pa@lister.newham.sch.uk](mailto:Heads.pa@lister.newham.sch.uk)

Telephone: 020 8471 3311 Ext. 5007

**Lister Community School Chair of the Governing Body:** Neil Beighton

Contact Details: email: [nbeighton.governor@lister.newham.sch.uk](mailto:nbeighton.governor@lister.newham.sch.uk)

**Lister Community School Designated Safeguarding Governor:** Kamran Ansari

Contact Details: email: [kansari.governor@lister.newham.sch.uk](mailto:kansari.governor@lister.newham.sch.uk)

**Designated Safeguarding Lead:** Ruthana Christofides (Deputy Headteacher)

Contact Details: email: [ruthana.christofides@lister.newham.sch.uk](mailto:ruthana.christofides@lister.newham.sch.uk)

Telephone: 07395360616

**Deputy Designated Safeguarding Lead:** Deborah Hegan (Assistant Headteacher)

Contact Details: email: [deborah.hegan@lister.newham.sch.uk](mailto:deborah.hegan@lister.newham.sch.uk)

Telephone: 020 8471 3311

**Child Protection Officers:** Carla Colquhoun and Amanda Davis

Contact Details: email: [safeguarding@lister.newham.sch.uk](mailto:safeguarding@lister.newham.sch.uk)

Telephone: 07956 433081 and 07950505685 respectively and 0208 471 3311 ex 6001

**Newham Local Authority Designated Officer (LADO):**

Contact Details: email: [CPRT.DUTY@newham.gov.uk](mailto:CPRT.DUTY@newham.gov.uk)

Telephone: 020 3373 3803

## Roles and Responsibilities

### Role of all Lister Community School Staff in Child Protection and Safeguarding

At Lister Community School, staff are aware that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals will make sure their approach is child-centred. This means that they will consider, at all times, what is in the best interests of the child.

Keeping Children Safe in Education September 2021

- **Staff will be vigilant to concerns regarding a child's welfare and safety and will always report any safeguarding concerns to the Designated Safeguarding Lead or a member of the Child Protection Team;**
- Concerns that do not require immediate attention can be reported using the 'Safeguard' reporting software that all members of staff have access to;
- Concerns where the safety of a child requires immediate attention should be brought to the immediate attention of one of the following members of staff:
  - Designated Safeguarding Lead - Ruthana Christofides (DHT)
  - Deputy Designated Safeguarding Lead - Deborah Hegan (AHT)
  - Child Protection Officer - Carla Colquhoun
  - Deputy Child Protection Officer - Amanda Davis
- Staff will adhere to safer working practices and guidance;
- Staff will engage with training and information pertaining to promoting the safety and welfare of the children and young people in our care.

#### Role of the Governing Body

The Governing Body will require the Designated Safeguarding Lead to report on the measures they are taking to ensure compliance. This is done annually via the statutory section 11 report and at least termly via Governing Body meetings. Statutory responsibility does not pass to the Governing Body or any of its members; however the Governing Body performs a vital role in monitoring compliance and challenging the school to ensure that best practice is followed.

The Governing Body will monitor the following. That:

- the school has a child protection policy and procedures in place that are consistent with DfE and the Local Children's Safeguarding Board guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from DfE and locally agreed inter- agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (the Designated Safeguarding Lead) and that this person is not the Headteacher unless there are particular reasons for the Headteacher to be the Designated Safeguarding Lead for a fixed time period;
- the Designated Safeguarding Lead undertakes training in child protection and inter- agency working to Local Safeguarding Children Board standards at two yearly intervals;
- all staff who work with children undertake training in their child protection responsibilities at least annually;
- the Chair of Governors is nominated to be responsible for liaising with partner agencies and the LADO (Local Authority Designated Officer) in the event of allegations of abuse being made against the Headteacher;
- a nominated governor is responsible for liaising with the senior leadership team to immediately remedy any deficiencies or weaknesses in the school's child protection arrangements that come to the Governing Body's attention;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- that policies, procedures and the discharge of child protection duties are reviewed annually

To support the Governing Body in its responsibilities, Governors will undertake regular training on their safeguarding duties. The Designated Safeguarding Governor will meet at least termly with the Designated Safeguarding Lead.

Role of the Designated Safeguarding Lead



The Designated Safeguarding Lead is responsible for safeguarding and child protection at Lister Community School. manage referrals from school staff or any others from outside the school;

At Lister Community School the Designated Safeguarding Lead (DSL) and Deputy DSL are:

- Designated Safeguarding Lead - Ruthana Christofides, Deputy Headteacher
- Deputy Designated Safeguarding Lead - Deborah Hegan, Assistant Headteacher, SENCO.

The key role of the Designated Safeguarding Lead is to:

***Raising awareness:***

- ensure that the child protection policy is updated and reviewed annually;
- raise awareness of safeguarding and child protection amongst the staff and parents;

***Training:***

- obtain access to resources and attend any relevant or refresher training courses at least every two years;
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that all staff have received training on how to recognise signs of abuse and the school's reporting procedures, at least annually;

***Referrals and casework:***

- act as a source of support, advice and expertise within the school;
- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- ensuring the school is represented at strategy meetings, child protection conferences, core groups and other multi-agency planning meetings;
- sharing information as appropriate with other agencies and contributing to assessments;
- ensuring the school carries out their part of any child protection plan;
- keep the Headteacher informed of issues and ongoing investigations, and ensure there is always cover for their role.

### ***Records and reporting:***

- keep detailed, accurate, secure written records of all child protection concerns and any related referrals; when a child leaves the school, ensure that the child protection file is copied for the new educational establishment as soon as possible and transferred to the new school or college separately from the main student file. If a child goes missing or leaves to be educated at home, then the child protection file will be copied and the copy forwarded to the Local Authority;
- report annually to the Governing Body on child protection issues in the school.

### ***Ensuring that all staff and volunteers:***

- fully comply with the school's policies and procedures;
- attend appropriate training;
- inform the Designated Safeguarding Lead of any concerns.

### ***Allegations against members of staff:***

In addition to this, the Designated Safeguarding Lead must advise the Headteacher of any Safeguarding issue which;

- could result in, or has resulted in, a strategic case meeting being called by a LADO;
- relates to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead, judges may result in disciplinary action being taken.

### **Role of the Child Protection Officers**

At Lister Community School a Child Protection Officer (CPO) is available as a regular point of contact for young people. At Lister Community School the Child Protection Officers (CPO) are:

- Carla Colquhoun (CPO)
- Amanda Davis (DCPO)

The CPOs are available for young people:

- who wish to raise concerns;
- who are currently supported by an external agency including:
  - Social Services;
  - Virtual Schools (as they are Looked After Children) ;
  - CFCS (Children and Family Consultation Services);

- o Families First;
- o Young Carers;
- o The Police
- o Youth Offending Team (YOT).

The Child Protection Officer is a point of day to day contact between the young people, the school and external agencies and represents the school at strategy meetings regarding our young people.

### **Role of the Heads of House, Pastoral Managers and Business Support Officers**

At Lister Community School we recognise the importance of pastoral care for young people, particularly in a large community such as Lister Community School. Each student is part of a House team and the House Leadership Teams have an important role to play in identifying and providing appropriate interventions for supporting vulnerable students or those families that have emerging vulnerabilities.

House Teams:

- monitor attendance and take appropriate action when a young person is absent from school;
- will be alert to signs that a young person may be vulnerable or at risk and devise a support plan for those young people;
- be a point of contact for young people to find support and assistance when they seek it;
- meet with families and work with them to agree Early Help action plans to improve the outcomes for vulnerable young people;
- liaise with class teachers, sharing only information that needs to be shared to ensure that vulnerable young people can be appropriately supported in their lessons;
- To regularly liaise with the Designated Safeguarding Lead regarding vulnerable young people and immediately inform them if a young person's situation escalates or shows no signs of improvement so that a decision can be made if the young person should be referred to Social Care.

### **Safeguarding - Providing a Safe Environment**

All parents and carers of pupils attending Lister Community School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the school.
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their

role and responsibilities and keep a record of all training undertaken

- Ensure that our staff are fully inducted and comply with the school's Staff Guidelines
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not and know who to turn to for help.
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection help-lines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school.
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning out of school activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

### **Behaviour and Positive handling**

At Lister Community School we have a clear behaviour policy which along with a strong pastoral support system works to create a safe and productive atmosphere in which students are able to thrive. Lister Community School recognises, however, that there may be times when the behaviour of a student will escalate to a level which potentially places members of the school community at risk. If a student is beyond verbal control and either:

1. their behaviour is putting themselves or others at risk of injury (e.g. when a staff member needs to intervene to prevent a pupil assaulting someone) or
2. their behaviour is creating a major disruption and prejudicing the good order of the school, and all other strategies to calm the situation and persuade the pupil to comply have been unsuccessful (eg if a pupil were to be disrupting an exam and staff had no other option but to escort them physically from the room).

In such circumstances, it would be appropriate for staff to use reasonable force to safeguard children and young people. If physical force has to be used it must be 'reasonable'. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Reasonable in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Whenever a staff member has had to restrain a pupil they should write a detailed account of the incident and pass it to their line manager and the lead Pastoral Manager on the day of the incident. The school maintains a record of all incidences of restraint and the appropriate Governing Body committee (Pupil Welfare Committee) is regularly updated of these.

### **Reasonable force for children with SEND**

When using reasonable force in response to risks presented by incidents involving children with SEND, or with medical conditions, we will consider the risk carefully and recognise the additional vulnerability of this group. For young people who recognise as potentially vulnerable to this type of incident we will complete the following:

1. creating a positive and proactive behaviour support plan which will, as far as possible, be agreed with parents and carers;
2. complete a risk assessment for those children where restraint may need to be used to ensure that those staff working with these young people are appraised of the potential additional risks associated with using reasonable force for these young people.

### **Online Safety**

Students may be exposed to several risks online, these can be divided into four categories:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying);
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Children are taught about how to stay safe online through the RSE and IT curriculum which is reviewed annually to reflect the ever changing risks children are exposed to. Working collaboratively with parents is key to ensure children stay safe online both in and out of the school building. Children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan on their own devices. To minimise inappropriate use, as a school we allow pupils to bring personal mobile devices/phones to school but we are clear that they must not use them for personal purposes within the school day or on the school site. At all times the device must be switched onto silent.

In some circumstances a teacher may decide that student mobile phone use is necessary for a specific task within a lesson. In these circumstances then students will be clearly informed when and for what purpose they are permitted to use their mobile phone, and must only use the mobile phone for the identified period. The student must take responsibility for switching their phone back to silent after this period and ensuring that the phone is out of sight, in a bag or pocket.

## **Sexting**

In the latest advice for schools and colleges ([UKCCIS](#)), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' comes to your attention:

- Report it to your Designated Safeguarding Lead (DSL) immediately.
- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.

- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.
- If a 'sexting' incident comes to your attention, report it to the DSL immediately.

In cases of 'sexting' we follow the guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'

Please see Appendix 1.12 Sexting for the full process of actions to be taken by the DSL and others in the event of an incident involving 'sexting'.

### **External Speakers**

At Lister Community School we welcome the opportunity for our students to hear from a range of speakers with differing views and experiences. We believe that this can be an enriching experience and open the eyes of students to a world that exists beyond the school gates. We also recognise the need to safeguard our students from those with dangerous or extremist ideologies that may spread hatred or incite violence.

We therefore expect all visiting speakers to adhere to the following guidance:

- The speaker must not incite hatred, violence or call for the breaking of the law
- The speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts
- The speaker must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony
- The speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge
- The speaker must adhere to the school's equal opportunities and Safeguarding policies.

- The speaker is not permitted to raise or gather funds for any external organisation or cause without express permission of the Headteacher.
- The member of staff who organises the speaker must ensure that before the speaker arrives, the school is aware of the biography of the speaker, the proposed content of the speech, the audience and the purpose of the visit. The member of staff must seek approval from the Headteacher to ensure that this complies with the school safeguarding procedures and fits with the ethos of the school.

We will also ensure that there is always at least one member of Lister staff present at all times. In the event that the speaker says something that we regard as inappropriate, the member of staff would ensure that a balanced view is presented and ensure that the inappropriate content is challenged.

### **Pupil Information**

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility;
- staff will be alert for cases where they suspect that there is a private fostering arrangement and in such cases will discuss with the DSL and refer these cases to the Local Authority;
- emergency contact details. Where reasonably possible we will endeavour to hold more than one emergency contact number for each pupil;
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- name and contact details of G.P.;
- any other factors which may impact on the safety and welfare of the child.

### **Attendance**

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.



- We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day.
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day.
- We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence.
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

### **Children Missing Education**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education - September 2020 , the school has:

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

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

See [Appendix 1.4 : Children Missing Education](#) for the procedures for:

- A pupil who has not attended school.
- A pupil who is missing during the school day.

### **Safeguarding through the Curriculum**

At Lister Community School we recognise that education plays an important role in enabling young people to keep themselves safe. Young people will be taught how to keep themselves safe through a high quality, age-appropriate RSE curriculum, assemblies and ICT lessons. We also recognise the importance of students having a safe space to explore sensitive issues and debate and this is a recognised aspect of our Religious Studies curriculum. Some Safeguarding issues such as Online Safety are taught through ICT lessons and this is discussed in more detail in the Online Safety policy. Our Relationships and Sex education forms part of our RSE curriculum and is taught in line with government guidance, ([Relationships and Relationships and Sexual and Health Education](#)) to ensure that young people understand the importance of healthy relationships and understand how to keep themselves safe and healthy, including online.

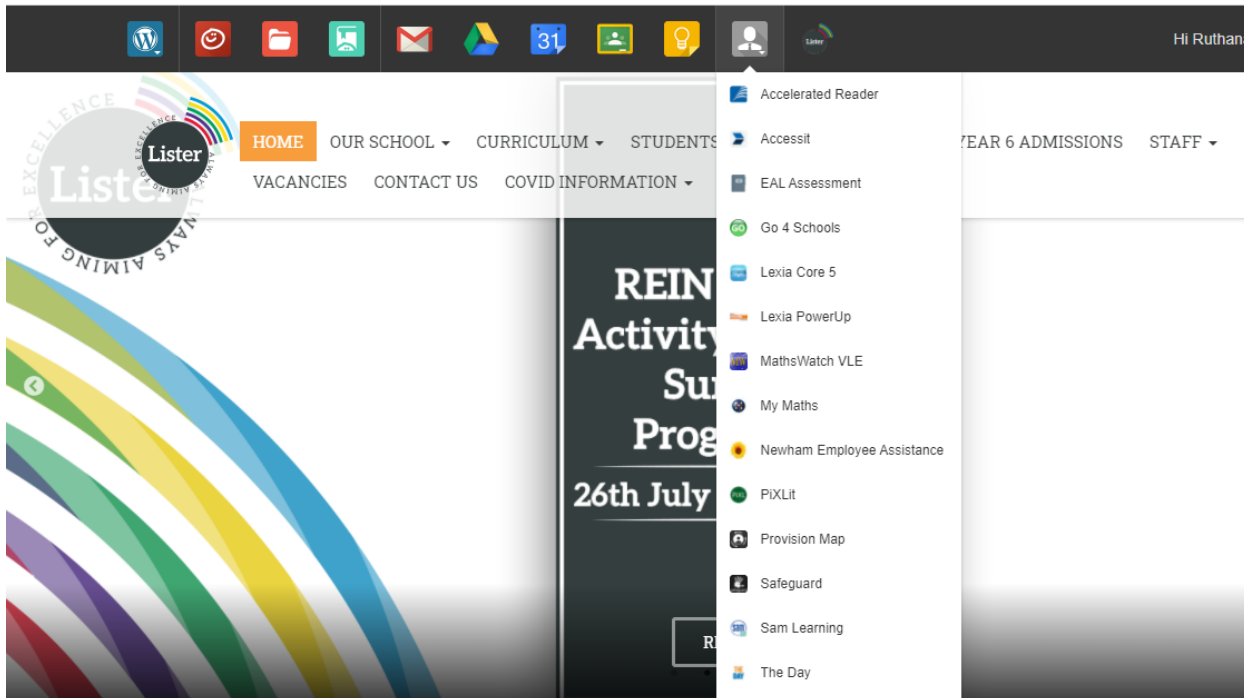
### **What to do when you are worried about a child**

It is possible that you may notice something that worries you about a child and you are concerned about their welfare and safety. Or, it is possible that a child makes a disclosure to you and tells you that they are being harmed or are at risk of harm.

At Lister Community School any concern about the safety or welfare of a child MUST be reported to the Designated Safeguarding Lead. The reporting procedure that is used in Lister Community school is reporting software called 'Safeguard'. All staff are given a 'Safeguard' account when they commence employment at the school. All members of staff must ensure that they are able to access their account and immediately report if they are unable to do so. The 'Safeguard' app can be found via the school website under 'Staff Apps'. Once logged in a member of staff can use the digital reporting form which will be viewed by the Designated Safeguarding Lead or a Child Protection Officer. It is important that staff complete the form in as much detail as possible and remember to link the 'concern' to the pupil that they are concerned about.

Visitors to the school will receive information regarding how to report any safeguarding concerns on arrival.

**IMPORTANT:** If you have reason to believe that the child has suffered or is at risk of suffering significant harm then you **MUST** also report the concern to the Designated Safeguarding Lead or a Child Protection Officer **IN PERSON**. An email, voicemail or an online report is not acceptable in these circumstances.



**What to do if the Designated Safeguarding Lead is unavailable:**

During school hours the DSL, the Deputy DSL or a Child Protection Officer will always be available to report concerns. If, however, there is a rare occasion when any of these members of staff are unavailable then the concerned member of staff can do the following:

- Attempt to contact the DSL or Deputy DSL via mobile phone;
- Speak to the Headteacher
- Speak to another member of the Leadership Team
- Call Newham Children’s Social Care (MASH: **0203 373 4600**; or out of hours: **020 8430 2000**)
- Call the Police: 999 or 101 depending on the level of emergency.

### **Designated Safeguarding Lead cover for out of hours activities:**

During out of hours activities there are always arrangements for staff to contact either the DSL or the Deputy DSL should the need arise. If school is open to students to provide out of hours intervention or activities staff are provided with the relevant contact details.



If there should be a need for a member of staff to make contact with the DSL during an out of hours Educational Visit they should contact the EVC (Educational Visits Coordinator) who will have the out of hours contact details for the DSL or the Deputy DSL.



### **Child Protection - Child Protection Procedures**

'Child protection' refers to cases where a child is suffering or are likely to suffer significant harm. This is the threshold for Child Protection. There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way. If the pupil does begin to reveal that s/he is being harmed you should follow the advice outlined below in 'Pupil Disclosing to a Member of Staff'.

**IT IS BETTER TO RAISE CONCERNS WHICH MAY NOT NEED ACTION THAN TO DO NOTHING OR TO DELAY REPORTING.**

### **Pupil Disclosing to a Member of Staff**

All children at Lister Community School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

 <b>Do</b>	 <b>Don't</b>
<ul style="list-style-type: none"> <li>✓ Reassure the child that they are right to tell</li> <li>✓ Keep an open mind</li> <li>✓ Listen carefully</li> <li>✓ Work at the child's pace</li> <li>✓ Ask only open questions (only clarify - do not interrogate!)</li> <li>✓ Explain that you will need to pass this on</li> <li>✓ Record accurately using child's words</li> <li>✓ Pass on to DCPO on the same day</li> </ul>	<ul style="list-style-type: none"> <li>X Make false promises about confidentiality</li> <li>X Interrupt</li> <li>X Interrogate or investigate</li> <li>X Make assumptions or suggestions about what is being said</li> <li>X Speculate or accuse anyone</li> <li>X Show anger or shock</li> <li>X Tell the child to go and speak to someone else</li> <li>X Ask them to write their own statement</li> </ul>

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but **do not promise confidentiality.**
- Reassure the child that he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm **the information that has been shared must be passed on.**
- Report what has been disclosed to the Designated Safeguarding Lead in the school.
- Record, as soon as is practicable, what was said using the child's actual words.
- Sign and date the record.

**The Designated Safeguarding Lead will:**

- Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made.

## Referring to Children’s Social Care

The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Newham’s Triage Service when there are complex needs or child protection concerns. We will use the Early Help and Safeguarding Thresholds to inform our decision making.

If a referral to Children’s Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will make full written record of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

## Four Levels of Need

The following are the thresholds used by Newham Social Care that allow staff to determine the appropriate level of support:

<b>FOUR LEVELS OF NEED</b>		
The four levels of need, the appropriate response to meeting these needs, and where those needs can best be met are described in the table.		
Level 1	Universal Services (Services for all children and young people)	<p>Children and young people make good overall progress in all areas of development. These children receive appropriate universal services.</p> <p>Children and young people may have an identified need that can be adequately met by a single universal service.</p> <p>Members of the Early Help Partnership Team are available in each of the Neighbourhood Areas to provide support and advice to practitioners – either on an individual basis or through Team Around the School or Neighbourhood Action Meetings.</p> <p>If additional needs are identified, an Early Help Record will be completed and a Lead Professional identified, with step up to Level 2 (or Level 3 or 4 if requiring statutory intervention).</p>
Level 2	Vulnerable/Early Help	<p>Children and young people who require some extra support or intervention.</p> <p>This may be short term, but requires a coordinated response from services. An Early Help Record will be completed with the consent of the family.</p> <p>A Lead Practitioner will be appointed to coordinate the provision of additional services through a Team around the Family approach.</p> <p>Members of the Early Help Practitioner Team will be responsible for coordinating Neighbourhood Action Meetings.</p>

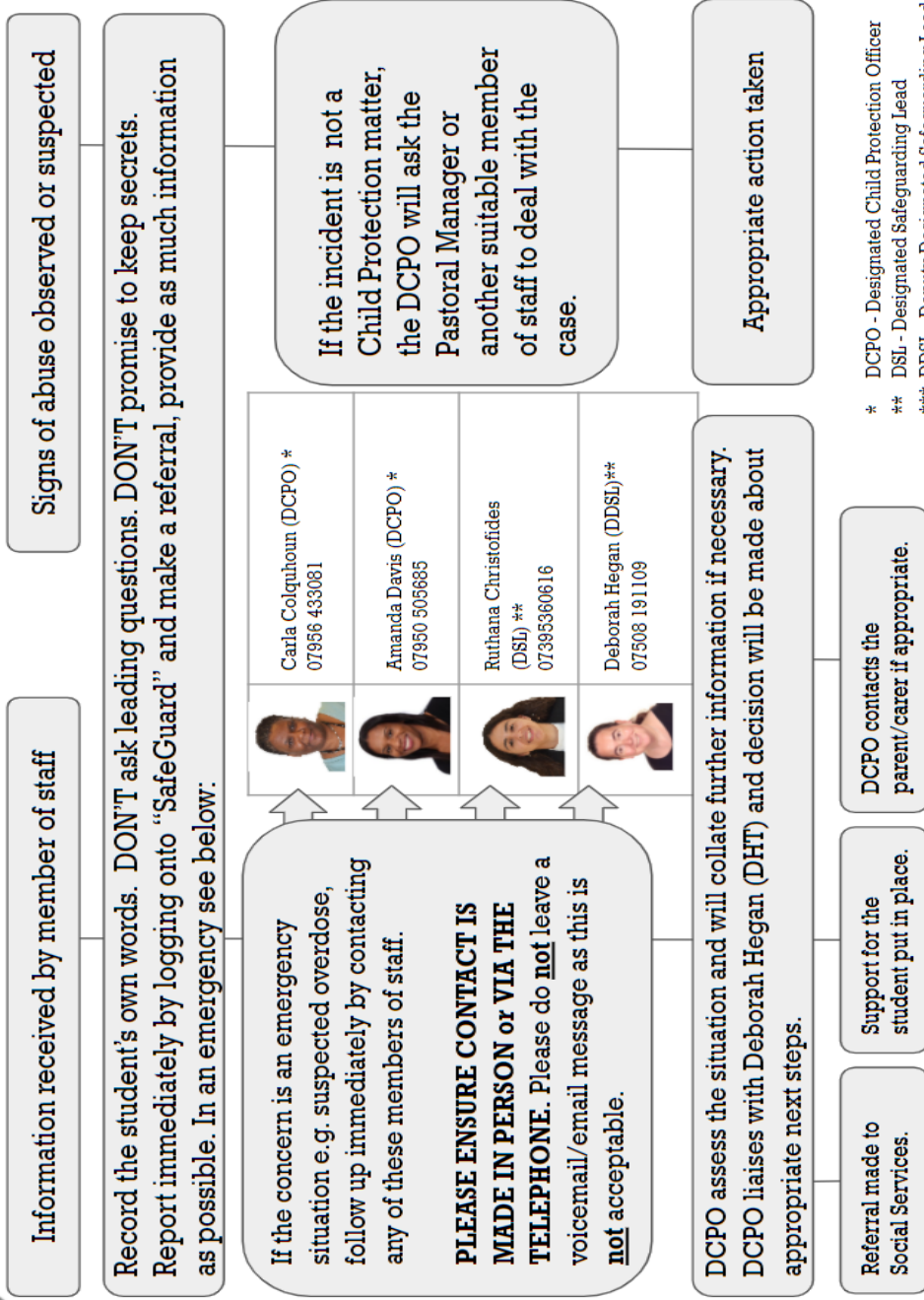
Level 3	Complex Multiple Needs	These children and young people require specialist services in order to achieve or maintain a satisfactory level of health or development, or to prevent significant impairment of their health and development and/or who are disabled. They may require long term intervention from specialist services. In some cases these children's needs may be secondary to the adults' needs. This is the threshold for an assessment led by children's social care under Section 17, Children Act 1989 although the assessments and services required may come from a range of provision outside of children's social care.
Level 4	Acute Needs	These children and young people are suffering or are likely to suffer significant harm. This is the threshold for Child Protection. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes. Their needs may not be considered by their parents. This tier also includes Level 4 Health Services which are very specialist services in residential, day patient outpatient settings for children and adolescents with severe and/or complex health problems. This is likely to mean that they may be referred to children's social care under section 20, 47 or 31 of the Children Act 1989. This would also include those children remanded into custody and statutory youth offending services.

### Multi-Agency Working

At Lister we are committed to working in partnership with external agencies and our 3 local safeguarding partners: the local authority, the clinical commissioning group for the area, and the police, in order to achieve the best outcomes for children. The Designated Safeguarding Lead at Lister will ensure that our work is in line with local arrangements for partnership working.

**Safeguarding Team**

**Flowchart of Child Protection Procedures  
SAME DAY, IMMEDIATE ACTION**





### **Notifying Parents (and when not to notify them)**

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

### **Allegations of Abuse from a Peer**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

More information on this and how we can respond can be found in the appendix: [1.11: Peer on Peer abuse](#)

### **Allegations Against Staff**

Where an allegation is made that may meet the harms threshold because a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child; or
- possibly committed a criminal offence against or related to a child, whether this takes place in or out of school; or
- behaved in a way that suggests they may not be suitable for working with children outside the school setting; or
- behaved in a way that indicates s/he is unsuitable to work with children including behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk

the matter would be referred to the Newham LADO who are contactable via email:

[CPRT.DUTY@newham.gov.uk](mailto:CPRT.DUTY@newham.gov.uk) and telephone: 020 3373 3803.

Where an allegation is made that does not meet the harms threshold but remains a 'low level concern' because a member of staff has not follow the staff code of conduct for example they have demonstrated:

- 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; or,
- using inappropriate sexualised, intimidating or offensive language.

This matter may be referred to the LADO who will advise on further action or be dealt with internally by the school in line with the Newham Partnership Working disciplinary policy.

If staff members have concerns about another staff member then this should be referred to the Headteacher. The school will lead investigations into staff conduct even when the member of staff is employed by an agency. Where there are concerns about the Headteacher this should be referred to the Chair of Governors, Neil Beighton or to the Designated Safeguarding Lead, Ruthana Christofides. (Contact details can be found on Page 8 - [Key Personnel and Contacts](#)).

## **DBS Referrals**

We will always comply with the legal requirement to refer to the Disclosure and Barring Service (DBS), anyone who has harmed or poses a risk of harm to a child or young person; anyone who has received a caution or conviction for a relevant offence or, if there is reason to believe that the individual has committed a listed relevant offence; and that the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.

## **Visitors**

Visitors who come to the school during a normal school day, will be required to sign in at reception and wear a visitor's pass. There are two types of visitor:

- **Type One:** Those who have an enhanced DBS which has been verified by Lister Community School
- **Type Two:** Those who do not have an enhanced DBS which has been verified by Lister Community School.

Any visitor to the school site must be granted permission from the School Business Manager. Whilst a visitor is on the school site they will be expected to wear a lanyard with a visitors pass. Those visitors who are provided with a green lanyard, have an enhanced DBS which has been verified by the school. These visitors are, within reason, permitted to be moved around the school site unescorted. Any visitor who does not have an enhanced DBS verified by the school will be required to wear a visitors pass with a red lanyard. These visitors **must be escorted by a member of Lister staff at all times.**

If a member of staff sees a visitor on the school site, who is unescorted and wearing a red lanyard, it is their duty to escort that person back to reception. Staff must NEVER ask a student to escort a visitor wearing a red lanyard.

### **Looked After Children (LAC)**

The Designated Teacher who liaises with the Local Authority and the Virtual School regarding young people who are looked after is Ruthana Christofides, Deputy Headteacher. Lister Community School will always liaise closely with the Virtual School and the Local Authority to promote and support the welfare and educational outcomes of these young people.

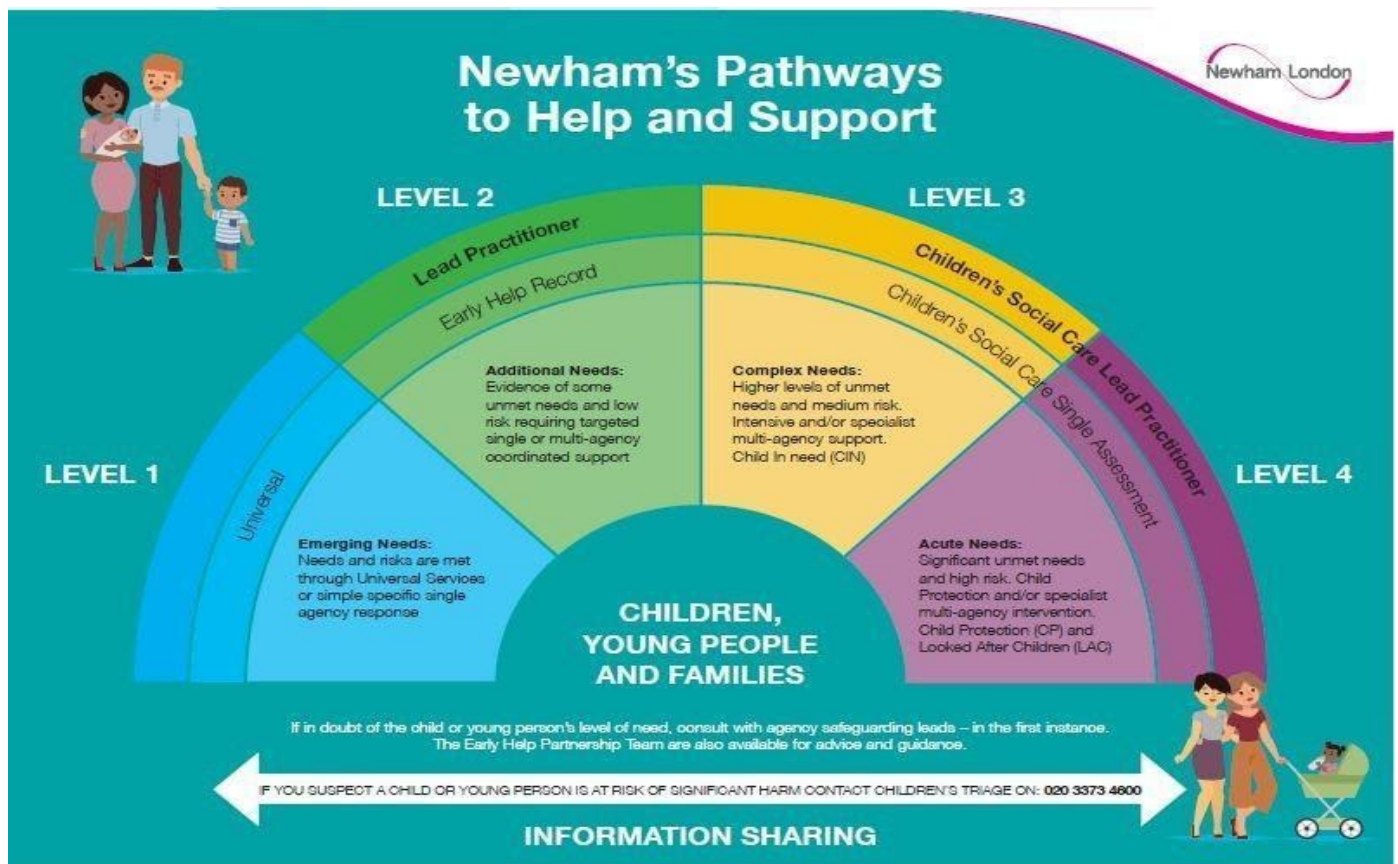
### **Confidentiality and Information Sharing**

The school follows the guidance outlined in Information Sharing: advice for practitioners providing safeguarding services (DFE - July 2018) when considering what information can be shared with other agencies. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst practitioners must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) it is not a barrier to sharing information. Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent or it to gain consent would place a child at risk.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff need to know personal information and what they need to know to support and protect the child. Staff should have due regard to the need to maintain confidentiality and take precautions to do so. For example, staff should ensure that information, regarding a young person, sent to external agencies is sent via a secure email system such as Egress. Information is only printed when it is absolutely necessary and information is disposed of safely. Any records related to Child Protection are kept in an individual child protection file for that child, separate to the pupil file. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school or educational setting.

### Identifying Vulnerable Children and Providing Early Help



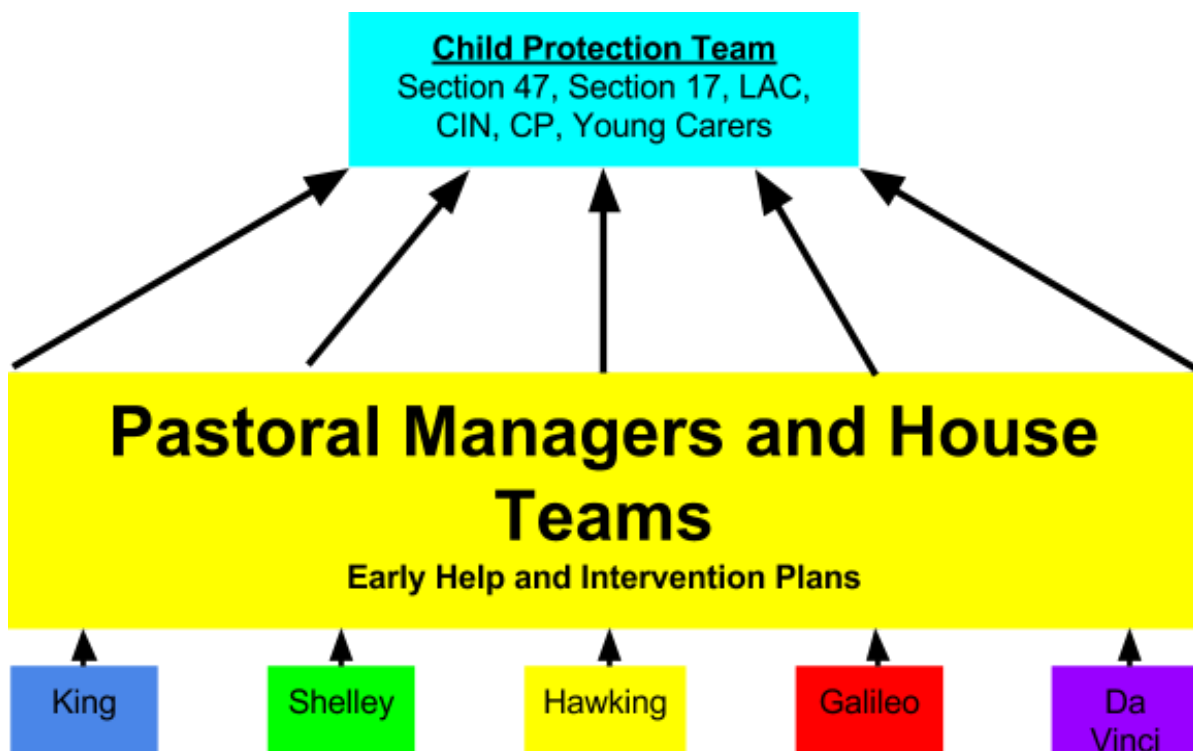
The above diagram shows Newham's pathways to help and support. School staff work within this framework and use these thresholds to identify the most appropriate level of intervention, help and

support. *“Early Help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from coordinated early help, an early help inter-agency assessment will be arranged”.*

We recognise that problems can emerge at any time in a child or young person’s life. These problems do not always meet the threshold of requiring statutory intervention but where Early Help support can be provided it can prevent problems escalating and improve the circumstances for young people and their families. Staff are alert to the signs of emerging vulnerabilities and report these to the Designated Safeguarding Lead through ‘Safeguard’ school reporting software or to the young person’s Pastoral Manager. The Designated Safeguarding Lead liaises regularly with the House Teams to discuss those students with emerging vulnerabilities and the provision of Early Help.

Early Help Records will be used to create plans for improvement and support for a family experiencing difficulties. The purpose of Early Help Records is to enable the school and family to work systematically in partnership with each other with the aim of improving outcomes for the young person or family. Early Help interventions are regularly reviewed and are time limited. Where a young person’s situation becomes worse or there is no improvement a decision may be made to refer the concerns to Social Care.

### Early Help Structure



## **Staff and Recruitment:**

### **Staff Training**

All staff and volunteers at Lister Community School have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff, volunteers and Governors members will receive training on child protection during their induction and will receive paper copies of this document. During the induction training (which is mandatory), the training will include:

- Safeguarding, Child Protection and Early Help Policy;
- The behaviour policy;
- The staff guidelines (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff, including the Headteacher, will receive **annual** safeguarding training as a minimum, with bulletins, workshops and updates throughout the year as required to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead will receive training updated at least every two years, including training in inter-agency procedures.

Temporary (supply) staff, voluntary staff and other visiting staff will be given the school's Visiting Staff Leaflet which contains Child Protection (Safeguarding) information and how to make a referral if they have any concerns regarding the safety and welfare of a pupil at our school.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process and as a minimum, at least one member of any interview panel will have had recent training in 'safer recruitment'.

## Staff Conduct

During staff induction and once a year, staff are reminded of the 'Staff Guidelines' which outline appropriate staff conduct and provided with a hard copy. This guidance has been written with reference to:

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education May 2019

The Staff guidelines are written to ensure that there is clarity over acceptable behaviour from staff. It is important that staff understand what constitutes appropriate boundaries so that both staff and young people are safe.

The Staff Guidelines can be found in Appendix One of this policy, they can also be found on the Lister School Website: Staff / Staff Handbook / Staff Guidelines.

## Staff / Pupil Relationships (including Social Media)

Appropriate Staff and Pupil Relationships are clarified in the Staff Guidelines in detail. However, an important point to note is the use of Social Media:

- Staff should also exercise due care in the **use of social media. This applies to sharing any material which could bring the school into disrepute or undermine confidentiality. It is also important in ensuring that relationships with students and recent ex-students up to the age of 19 are maintained on an appropriate professional basis.** Staff who use Facebook or similar media in a private capacity should be cautious about the material which they put into a public domain, and should not 'friend' or similarly connect with students at the school, or students who have left within the last three years. Exceptions may be made in certain circumstances, such as a key worker wishing to maintain communication with a student who would otherwise have difficulty maintaining communication, but such cases are exceptional and should be discussed with either a Deputy Headteacher or Headteacher and agreement to this recorded.

## Whistleblowing

Lister Community School is committed to achieving the highest possible standards of service and ethical standards and ensuring that children and staff are safeguarded against ill treatment and abuse. Whistleblowing is the reporting by workers or ex-workers, of wrongdoing such as fraud, malpractice, mismanagement, breach of health and safety law or any other illegal or unethical act either on the part



of management, the Governing Body or by fellow employees.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

As such, the Governing Body at Lister Community School takes Whistleblowing very seriously. Lister Community School adheres to its Whistleblowing policy that enables staff to raise concerns.

Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at - [Advice on whistleblowing](#)

The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) or if you think that a child is at risk or in immediate danger then please call: 0808 800 5000

## **Safer Recruitment**

All staff and volunteers working with children in our school will be recruited safely:

### Preparation

- We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role. We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

### Advertising

- We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.
- The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.
- The advertisement will state that the post is subject to a Disclosure and Barring check.

## Applications

- We will ensure that our application form enables us to gather information about the candidate's suitability to work with children by asking specific and direct questions.
- We will scrutinise all completed application forms.
- We will not accept CVs.

## References

- We will not accept open references or testimonials.
- We will ask for the names of at least two referees, one of which will always be obtained from the candidate's current employer. Where a candidate is not currently employed, verification of the most recent period of employment and reasons for leaving will be sought.
- We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.
- We will follow up any vague or ambiguous statements.
- We will validate all references to ensure that they are authentic and from the trusted source.

## Interviews

- We will always conduct a face to face interview even when there is only one candidate.
- Our interview panel will always contain at least one member trained in safer recruitment practice.
- Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children. All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

## Appointments

- Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.
- We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children.

## Induction

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

New Staff will receive Safeguarding Training and be provided with copies of:

- Keeping Children Safe in Education (Part One) - most recent version
- Staff Guidelines
- Safeguarding, Child Protection and Early Help Policy
- IT Acceptable User

Policy Staff will also be made

aware of:

- safeguarding and child protection issues;
- the reporting procedures should they have a safeguarding concern about a young person.
- who the designated Safeguarding Lead is and other appropriate members of staff:

 **Designated Safeguarding Lead - Ruthana Christofides (DHT)**

 **Deputy Designated Safeguarding Lead - Deborah Hegan (AHT)**

 **Child Protection Officer - Carla Colquhoun**

 **Deputy Child Protection Officer - Amanda Davis**

## Vetting - Pre-Employment Checks

The Headteacher must ensure that all offers are made conditional on completion of all checks and that new recruits do not commence work without the following checks having been satisfied:

- verification of qualifications and/or professional status.
- evidence of identity and address (see either a birth certificate, driving license, or passport combined with evidence of address) confirmation that the applicant can legally take up employment in the UK
- Children's barred list
- enhanced criminal background disclosure
- health check/medical questionnaire (post offer)
- completion of statutory induction period (applies to teachers who obtained QTS after 7/5/99)
- two references
- overseas criminal record check (where necessary)

The Headteacher is responsible for ensuring that all of the above checks are confirmed in writing; that the checks are followed up if they are unsatisfactory or where there are discrepancies and finally, that these written confirmations are retained on the individual's personnel file (subject to certain restrictions in relation to criminal background checks).

### **Volunteers**

Any member of staff that organises volunteers to work within the school will firstly seek agreement from a member of the Senior Leadership Team. We will always ensure that volunteers within the school or supervised by a member of staff. We will never leave volunteers who have no enhanced DBS certificate to undertake the following tasks:

- Teach or look after children regularly;
- Provide personal care
- Or any other regulated activity.

Where checks have been carried out on volunteers this will be recorded on the Single Central Record.

### **Contractors**

All Contractors working within Lister Community School will have their identity checked on arrival and will have been subject to the appropriate level of DBS check. Any Contractor who has not been subject to a DBS check will be supervised at all times whilst they are on site.

### **School Governors**

All Governors of the school will have an enhanced criminal records certificate from the DBS alongside the school completing a section 128 check for them.

## Appendices

### Appendix One:

#### **Appendix 1.1: Recognising Abuse**

Owing to the nature of the day-to-day relationship that children at Lister Community School have with staff, **all adults** working in the school are well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff have a duty to be alert to the potential indicators of abuse or neglect and to recognise concerns and raise them with the school Designated Safeguarding Lead, with responsibility for child protection. All concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Led prior to discussion with parents.

#### ***Indicators of abuse – what you might see:***

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

person. Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused. A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- Self-harm
- frequently miss school 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 disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age

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 appropriate DSL and CPO to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

### ***Impact of abuse***

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating

disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

***Children who may be particularly vulnerable and at risk of abuse***

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can

occur. To ensure that all of our pupils receive equal protection, we give special consideration to pupils who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- are not fluent in the English language
- with mental health concerns
- at risk of child sexual exploitation
- at risk of criminal exploitation.

## Appendix 1.2: Categories of Abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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



males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see [Appendix 1.11: Peer on Peer abuse](#)).

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

### Appendix 1.3: Children with SEND

Children and young people with special educational needs and disabilities, including students with medical conditions, can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Lister Community School we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Recognising that children with SEND are also CIN and liaising with the Local Authority Children's Social Care SEND team as appropriate
- Ensuring that all staff who work with SEND children have a regular debrief session at the end of each day to share information and any concerns arising
- The Deputy Designated Safeguarding Lead is also the SENCO and undertakes additional training to recognise and be alert to the signs of abuse in children with SEND
- Children with SEND are provided with additional pastoral support. Those with complex needs are taught in a low staff to student ratio, they receive additional LSA support and are supervised

in small groups at lunchtimes and social times in a smaller playground which is supported by LSAs and Welfare Assistants who work closely with this group of children and are aware of their specific needs.

#### **Appendix 1.4 : Children Missing Education**

We recognise that children who are not in education are demonstrably at greater risk of physical and emotional harm and exploitation.

- We will always carry out a home visit within 7 days if a child is absent and we have not been able to ascertain why, or if we have concerns regarding the reason given or evidence provided.
- If we are unable to contact the family we will leave a calling card and send a letter.  
We will also make enquiries with other family members and friends who are known to us.
- We will always raise a CME form with the local authority within 10 days if we have been unable to clarify the reason for absence, or if we do not have supporting documentation such as medical evidence regarding the absence.
- When families notify us that their child or children is leaving Lister other than at the standard transition point at the end of Year 11, we will not remove them from our roll until we have confirmation from either their new school or from the LEA they now reside in. If no confirmation is forthcoming we will raise a CME form with the local authority within 10 days. If a child is known to be vulnerable they will remain on our roll until they are enrolled in a new school and the school has confirmed they now attend.
- We will always notify the local authority when we take children off our roll.
- We will always notify the local authority within 5 days when we add a student to our roll at a non-standard transition point.

#### **Procedures for Child Missing During the School Day**

**\*\* Class register MUST be taken within 10 minutes of the start of the lesson \*\***

If the alert is raised that a child is missing from whatever source then:

- A member of SLT is alerted along with the Pastoral Manager for the child. The Pastoral Manager will look for the young person and may ask for support from whomever is 'on-call'.
- Reception staff are alerted to ensure that the child does not leave the school site via reception.

- If possible, the CCTV footage will be checked to see the child or young person's last known movements. If there is a lesson changeover and staffing changes then the Pastoral Manager for the House of the missing young person or child must continue to look for the young person (if they are unavailable then a member of SLT who is on duty should be notified of this as part of a lesson handover).
- If they are not found within a reasonable period of time (this will vary depending on the level of vulnerability of the child but a normal range of time would be within 2 hours, less for those at known to be vulnerable and at risk) or if it is established that the young person has left the building without permission then the Police are called using the 101 number.
- The DSL on duty at the time should be notified and parents/carers must be informed.

**We will always alert the police as soon as possible when there is a missing person.**

**If it is discovered that a young person has left home and not arrived at school in the morning then we will do the following:**

- Liaise with parents/ carers and tell them to notify the Police via the 101 Police telephone number to advise that the young person has not arrived at school; and who the last person was to have seen the young person.
- If the young person has an allocated worker from another agency, for example Social care, then we will also inform them of the situation. We will also call 101 as a precautionary measure in all cases and ensure that we keep a record of the CAD number from the Police.
- Speak to friends of the young person to see if we can establish their possible whereabouts

**We will always share information with other services in a timely manner to ensure the safety of the young person**

## **Appendix 1.5: Child Sexual Exploitation**

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

### **The definition is:**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

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.

**Potential vulnerabilities include:**

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

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);  
and
- Sexual identity.

More information can be found in:

[Child sexual exploitation: Definition and a guide for practitioners \(DfE 2017\)](#)

## **Appendix 1.6: Homelessness:**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour and
- the family being asked to leave a property.

Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

## **Appendix 1.7 : Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the Designated Safeguarding Lead (and Deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that school staff provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## **Serious Violence**

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

All staff should be aware of the associated risks and understand the measures in place to manage these or communicate these concerns to the DSL.

## **Appendix 1.8 : Information on so-called 'Honour-based' Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the the Designated Safeguarding Lead or Child Protection Officer as a matter of urgency. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### *Indicators*

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place. Further guidance is available through [Multi-Agency Practice Guidance](#)

## **FGM - Female Genital Mutilation**

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

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

Risk factors for FGM include:

- low level of integration into UK society



- mother or a sister who has undergone FGM
- girls who are withdrawn from RSE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

### **Symptoms of FGM**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

### **Indications that FGM may have already taken place may include:**

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

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

## **Forced marriage**

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

Schools and colleges can play an important role in safeguarding children from forced marriage.

School and college staff can contact the Forced Marriage Unit if they need advice or information:

Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

## **Appendix 1.9 : Private Fostering**

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

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved

to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### **Appendix 1.10: Radicalisation and Extremism**

Lister Community School is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

**Extremism** is views and actions that promote:

- 1) violence against others
- 2) hatred towards others
- 3) undermining the rights of others.

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

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.

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

If staff have a concern they should ensure that they report this to Specified Point of Contact - SPOC. At Lister Community School this is the Designated Safeguarding Lead, Ruthana Christofides. The SPOC will then follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care and seek advice where necessary.

### **Appendix 1.11: Peer on Peer abuse:**

#### **What is peer on peer abuse?**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse, and that peer on peer abuse may be taking place even if this isn't reported. This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

At Lister Community School we have a zero tolerance policy on peer on peer abuse. We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the

school's Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

### **Support for Pupils**

- It is important to recognize that it is more likely that girls will be victims and boys' perpetrators of peer on peer abuse.
- It is a priority of the school that all members of the school community should be safe at all times. There can unfortunately be situations where young people are subjected to unwanted sexual attention, this could take the form of verbal harassment, physical touching, or molestation from their peers. Young people are not always able to articulate that they feel uncomfortable with this attention as they may be fearful of rejection from their peer group; fearful that they will 'get someone else in trouble' or are unclear over what is considered acceptable and unacceptable. At Lister School we recognise that this can be a difficult issue for pupils and therefore take the decision out of the pupils hands. Any touching of another pupil is not allowed and all pupils should follow the 'no hands rule'. This is to ensure that pupils are not placed under undue pressure to explain 'inappropriate touching' as a 'joke' or as consensual.
- Pupils will cover the issue of consent and healthy relationships as part of their RSE curriculum. Lister School also provides small group interventions for those pupils who are recognised as potentially vulnerable to this behaviour.
- Clear reporting systems are in place for children to report peer-on-peer abuse and these are well promoted on posters around the building and through assemblies.
- If an allegation is made then we will support the victims of peer on peer abuse, whilst establishing the facts of the case and liaising with Police and Social Services (where necessary), by:
  - if appropriate, removing the alleged perpetrator from any classes they share with the victim;
  - considering how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school.
  - where possible listening to the wishes if the victim(s) in order to make decisions regarding contact between the victim and alleged perpetrator
  - providing support in the form of counselling, mentoring or a 'safe space' if requested.

- These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

### **Managing the report**

Whilst all incidents of this nature will be considered in their own context, it is important to recognise that peer on peer abuse must be taken as seriously as abuse perpetrated by an adult and not dismissed as 'banter'. The following are key principles that should be applied when dealing with peer on peer abuse:

- the age and understanding of the alleged perpetrator must be considered throughout the decision making process;
- the circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim, and the reasons for his/her behaviour must be explored;
- sexual violence and sexual harassment is never acceptable and will not be tolerated. Staff must bring the allegations to the attention of the Designated Safeguarding Leads or Child Protection Officers (Ruthana Christofides, Deborah Hegan, Carla Colquhoun or Amanda Davis). The child protection procedures set out in this document will be followed, even when the abuse is alleged to have come from another pupil or pupils. Pupils may be harmed by other pupils, children or young people. Indeed, research suggests that up to 30 percent of child sexual abuse is committed by someone under the age of 18.

### **Options:**

All cases of peer on peer abuse will be brought to the attention of the Designated Safeguarding Lead. There are four options for managing these reports and all cases will be considered carefully on a case by case basis:

- To be managed internally by the school
- Early Help
- Referral made to Children's Social Care (CSC)
- Report the incident to the Police (usually in conjunction with a referral to Children's Social Care)

Staff are aware of the harm caused by bullying and use the school's anti-bullying procedures where necessary. However, on occasions a pupil's behaviour may warrant a response under Child Protection, rather than anti-bullying procedures. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

The management of children and young people with sexually harmful behaviour is complex and the Headteacher, DSL and CPO will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the Child Protection procedures will be followed for both victim and perpetrator. Where appropriate young people involved in such incidents would be referred to Social care as a mechanism to ensure support for a potentially vulnerable young person. The Designated Safeguarding Lead will follow the guidance issues in

[‘Sexual violence and sexual harassment between children in schools and colleges - May 2018’](#)

### **Appendix 1.12 Sexting**

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as ‘youth produced sexual imagery’. ‘Sexting’ does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

#### **What to do if an incident involving ‘sexting’ comes to your attention**

- Report it to your Designated Safeguarding Lead (DSL) immediately.
- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information

regarding the imagery. This is the responsibility of the DSL.

- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.
- If a 'sexting' incident comes to your attention, report it to your DSL.

### **Actions for the Designated Safeguarding Lead:**

Once the matter has been referred to the DSL the DSL will do the following:

- hold an initial review meeting with appropriate school staff;
- if appropriate, interview the young people involved; inform parents at an early stage and involve them in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- immediately refer the young person at any point in the process, if there is a concern that the young person has been harmed or is at risk of harm, to children's social care and/or the police.

### **Initial Review Meeting:**

At the initial review meeting the DSL and school staff will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care. This will happen immediately if any of the following apply:
  1. The incident involves an adult
  2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
  3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
  4. The imagery involves sexual acts and any pupil in the imagery is under 13
  5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed



- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

### **Viewing of the imagery:**

If the decision is made to view the imagery there must be a good and clear reason to do so. The decision to view imagery is based on the professional judgement of the DSL and will not be viewed if the act of viewing will cause significant distress or harm to the pupil. The DSL would make the decision to view the imagery if they are satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. 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 pupil 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 should:
  - Never copy, print or share the imagery; this is illegal.
  - Discuss the decision with the Headteacher.
  - Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.
  - Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
  - Wherever possible ensure viewing takes place in the Headteacher's office as the default. If this is not possible then a member of the senior leadership team's 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 school's safeguarding records including who was

present, why the image was viewed and any subsequent actions. Ensure this is signed and dated.

**Points to be aware of:**

- Any member of staff who has been exposed to the imagery may require support. The school will consider how to best provide support depending on the circumstances.
- If a young person's device has been confiscated and is waiting to be collected by the police, it should be kept in the school safe and, if possible, the device should be locked with a pin. The pin code should be kept separately from the device to ensure that no member of staff can be accused of accessing the imagery.
- The discussion, decisions made and their rationale should be recorded at each stage - all records should be kept with the child protection file.
- It may be possible to limit the spread of any sexual imagery if the response is swift. Staff are therefore expected to treat such incidents as a priority and respond in a timely manner.
- Sexting and the associated risks are taught as part of the school's teaching of 'safeguarding in the curriculum'. If young people are found to be involved in an incident involving sexting, a plan for more tailored supportive intervention and education will be made for the young people involved, this may involve external agencies as well as pastoral interventions in school.

**Appendix 1.13 Mental Health: Risk of Self Harm and Suicide**

At Lister Community School we take the mental health and wellbeing of our school community very seriously. Mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop and protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support to those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that young people that may be suffering from mental ill-health and are at risk of self harm or suicide may present in schools as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the well-being of our pupils. It is equally important that parents share any concerns about the well-being of their child with school, so appropriate support and

interventions can be identified and implemented.

Where there are concerns that a child or young person may be self-harming, it will be taken seriously this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or found to be self-harming the Designated Safeguarding Lead (DSL) or relevant key person will take the time to establish any underlying concerns.

The child will be supported to access services using the appropriate Newham referral pathways.

#### **Appendix 1.14 Children with social workers**

Lister Community School is committed to working with other services to support our students. Where a student has been assessed as needing a social worker, whether as part of a Child Protection Plan, as a Child in Need or as part of Early Help, a key worker from the Safeguarding Team will be allocated to liaise with the parents / carers, the service and staff in school to support the engagement and attainment of the student, and to lead on information sharing. Students who fall into this group require specific support to help them to win the life chances to which they have a right.

#### **Appendix 1.15 Out of school settings**

Lister Community School is committed to working with other services to support our students. We therefore advise staff working with providers, and parents and carers of students accessing same, to read this non-statutory DFE guidance for Keeping Children Safe during Community Activities, After-School Clubs and Tuition.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/931529/6.6903\\_DFE\\_OOSS\\_Code\\_of\\_practice\\_document\\_A4\\_v8\\_1\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931529/6.6903_DFE_OOSS_Code_of_practice_document_A4_v8_1_.pdf)

## Appendix 1.16 Sexual violence and sexual harassment

In June 2021 Ofsted's review into sexual abuse in schools was published, which can be read [here](#). Following the review it is apparent that a) sexual abuse is commonplace in schools, so much so that some young people see no point in reporting and b) sexual abuse is worse than school leaders and teachers were aware of. The term sexual violence refers to rape, assault by penetration, or sexual assault (intentional sexual touching). The term sexual harassment refers to unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Lister School has a zero tolerance approach to any acts of sexual violence or sexual harassment, it is never acceptable and it will not be tolerated. Our safeguarding policy and practice aims to ensure the safety and welfare of all children at Lister School however following the review it is apparent that all schools must do more and so at Lister School we will:

- Act on the assumption that sexual harassment is affecting students.
- Continue to develop our RSE curriculum to ensure that students are explicitly and effectively taught about:
  - Sexual abuse
    - Sexual violence
    - Sexual harassment including online, upskirting and sexting
  - Sending and receiving of nudes
  - Pornography
  - Tackling the culture of 'snitching'
  - Healthy relationships and consent
  - Online safety
- Ensure that staff teaching RSE receive high quality training to support high quality delivery.
- Update our behaviour policy and behaviour practice to ensure that sanctions create a culture where there is zero tolerance to sexual abuse.
- Continue work to engage with follow up intervention which ensures that young people are educated to ensure a culture of learning prevents sexual abuse being repeated.
- Continue to meticulously record incidents which will facilitate ongoing analysis and thus the identification of patterns and the necessary early intervention required to prevent sexual abuse continuing.

- Continue to work closely with local safeguarding partners to provide support for children and young people who are victims of sexual abuse or who perpetrate harmful sexual behaviours
- Ensure that staff and governors are provided with training to ensure that all adults working with young people are able to:
  - Better understand the definitions of the different categories of sexual abuse
  - Identify early signs of peer-on-peer sexual abuse and be confident about the school's policies and procedures to address these
  - Consistently uphold zero tolerance to sexual harassment and sexual violence
  - Be more vigilant recognised sexual abuse as not all young people will report concerns
- Encourage students to report any incidents of sexual abuse by making reporting practices clear and accessible, and giving students' clarity on how the school will deal with these incidents.
- Re-visit arrangements for supervision duties to ensure the school building and surrounding local areas after school support vigilance of students.
- Ensure a whole school approach of vigilance i.e. not waiting for a child to make a disclosure, staff should act on any concerns or anything overheard immediately
- Normalise a culture of calling out behavior when it happens to support the creation of a zero tolerance culture. For example If the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot.
- Regularly review actions taken to respond to reports and where necessary, update relevant policies and practice.

### **Appendix 1.17 Children with family members in prison**

Children who have family members in prison are more at risk of poor outcomes including poverty, stigma, isolation and poor mental health. It is important that where staff become aware that a child may have a family member in prison this is shared with the school safeguarding team who can work with the family, school staff and the child to mitigate these risks.