



Barnet Hill Academy  
FAITH • EXCELLENCE • KNOWLEDGE

# Safeguarding & Child Protection Policy

*Barnet Hill Academy is fully committed to meet its responsibility to protect and safeguard the welfare of children and young people in its care*

Oct 2024  
v11.0

## **INTRODUCTION**

Barnet Hill Academy is fully committed to meet its responsibility to protect and safeguard the welfare of children and young people in its care. The health, safety and well-being of all our children at Barnet Hill Academy are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school and we recognise the important part we have to play in identifying children and young people at risk of abuse and neglect and in securing appropriate support for them and their families.

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them. Pupils are encouraged to talk to staff if they are being harmed or bullied.

## **STATUTORY FRAMEWORK**

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 2006
- Education Act 2002 (Section 175/157)
- Working Together to Safeguard Children (December, 2023)

*The above outline that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.*

- Barnet Local Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education (DfE, September 2024)
- Keeping Children Safe in Education: Part 1-information for all school & college staff (DfE, September 2024)
- Section 26, The Counter Terrorism and Security Act 2015 (Prevent Duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) (Regulations, 2018)
- Childcare Act 2006, which set out who is disqualified from working with children
- The school’s Safeguarding & Child Protection Policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

**Section 175** (for Independent Schools) of the *Education Act 2002* places a statutory duty on the governing body/proprietor to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

**Section 11** of the *Children Act 2006* set out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within this document so that all staff, families and the local community are provided with a clear understanding of our school's processes and commitment to safeguard and promote the welfare of children and young people in our care.

Our policy applies to all governors, staff and volunteers working in the school.

## KEY CONTACTS: SAFEGUARDING

Safeguarding and Promoting the Welfare of Children at Barnet Hill Academy:

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Moni Choudhury	020 3411 2660 <a href="mailto:info@barnethillacademy.org.uk">info@barnethillacademy.org.uk</a> Mark in Subject Line: FAO DSL
Deputy DSLs	Shuayb Patel Uzma Qureshi	
Designated Lead Governor for Safeguarding	Noura Abdul-Cader	020 3411 2660 <a href="mailto:info@barnethillacademy.org.uk">info@barnethillacademy.org.uk</a> Mark in Subject Line: FAO Safeguarding Governor
Lead for Prevent & Radicalisation	Shuayb Patel	020 3411 2660 <a href="mailto:info@barnethillacademy.org.uk">info@barnethillacademy.org.uk</a> Mark in Subject Line: FAO Prevent
Lead for Online Safety	Moni Choudhury	020 3411 2660 <a href="mailto:info@barnethillacademy.org.uk">info@barnethillacademy.org.uk</a> Mark in Subject Line: FAO Safeguarding Online
Headteacher (For concerns/ Allegations related to staff)	Shuayb Patel	020 3411 2660 <a href="mailto:info@barnethillacademy.org.uk">info@barnethillacademy.org.uk</a> Mark in Subject Line: FAO Safeguarding Staff

## KEY LOCAL CONTACTS FOR SAFEGUARDING CHILDREN

The contact details for the local Safeguarding Boards are:

### **Barnet:**

Monday–Thursday 9am to 5.15pm and 9am to 5pm on Fridays. Multi Agency Safeguarding Hub (MASH) **020 8359 4066** Emergency Duty Team for Outside of these hours **020 8359 2000**

In Barnet you can get advice by contacting the MASH team on **020 8359 4066**

In Barnet the **Prevent Coordinator** is Liam Foote. Schools and other key partners are able to seek initial advice around referral thresholds on an anonymised basis. This does not serve a substitute for usual safeguarding procedures and is not ever appropriate in cases of high risk, but to have an informal discussion around thresholds or for related enquiries.

Secure Email: **BarnetCST@barnet.gcsx.gov.uk**

### **Brent:**

Brent Family Front Door (9am - 5pm) **020 8937 4300**

Outside normal office hours the emergency duty team **020 8863 5250**

### **Harrow:**

Children & Family Services Children’s Access Team **020 8901 2690**

Emergency Duty Team operates out of hours **020 8424 0999**

**Where an emergency response is required, at any time, the police should be called.**

<b>Police</b>	101 or for immediate emergency: 999
<b>FGM - Mandatory reporting</b>	Police on 101
<b>National Anti-Terrorist Helpline</b>	0800 789 321
<b>Channel Helpline</b>	020 7340 7264
<b>Local Authority Designated Officer for Allegations against staff (LADO)</b>	Initial referrals via MASH above. Ongoing cases: 020 8359 4066
<b>Children and Young People with Disabilities</b>	020 7608 8700
<b>Local multi-agency procedures, guidance and Training: Barnet Safeguarding Children Board</b>	<a href="https://thebarnetscp.org.uk/bscp">https://thebarnetscp.org.uk/bscp</a>
<b>NSPCC</b>	0800 800 5000
<b>Childline</b>	0800 1111
<b>Government’s Whistle-blowing Service via NSPCC Report Line</b>	0800 028 0285

## **SAFEGUARDING MISSION STATEMENT**

All staff at Barnet Hill Academy understand that safeguarding children is everyone's responsibility.

We will:

- Provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child
- Always act in the best interests of the child
- Ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (see Barnet Hill Academy's Safer Recruitment Policy)
- Aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional support in undertaking an early help assessment
- Establish and maintain an environment where children feel respected, safe, and are encouraged to talk and be listened to when they have a worry or concern
- Where there is a safeguarding concern, take the child's wishes and feelings into account at all stages of the process of intervention
- Ensure that children who have been abused or neglected will be supported in line with a child protection plan
- Work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and in particular, when we may need to refer concerns to other agencies
- Include opportunities across the curriculum, including PSHE and IT for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help
- Maintain an attitude of "it could happen here" where safeguarding is concerned

## **RESPONSIBILITIES**

### **GOVERNING BODY (OR PROPRIETOR IF AN INDEPENDENT SCHOOL)**

It is the responsibility of the Governing body to ensure that the school complies with its legislative duties and has regard to Government Guidance Keeping Children Safe in Education 2024 to ensure that our school's policies, procedures and training are effective and comply with the law.

The Governing Body (or Proprietor) will therefore:

- Designate a lead governor for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues
- Ensure that the school has a Designated Safeguarding Lead within the senior management team
- Nominate a member of the governing body (usually the Chair) to be responsible in the event of an allegation of abuse made against the Headteacher
- Ensure that policies and procedures are in place, which are compliant with the Barnet Safeguarding Children Partnership's (BSCP) guidance. These should be reviewed annually and staff should be encouraged to contribute to their development
- Ensure that all staff and volunteers access appropriate levels of child protection and safeguarding induction and training. This should be regularly updated (at least annually)

- Liaise closely with the Designated Safeguarding Lead and receive regular reports to monitor procedures and practice and ensure compliance
- Ensure that safe recruitment procedures are in place and are applied for all staff and volunteers to ensure suitability to work with children
- Ensure that Allegations Management procedures are in place and embedded across the school
- Ensure that other related procedures are in place and embedded such as Children Missing or Absent from Education, FGM, anti-bullying, preventing radicalisation (see other related Safeguarding Policies and Procedures)
- Ensure any deficiencies in safeguarding arrangements are remedied without delay
- Ensure that staff are equipped to respond to the needs of vulnerable children including those with disabilities and those who are Looked After by the Local Authority
- Ensure that the curriculum supports children in recognising and responding to risks, including ICT
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements

## **HEADTEACHER**

The Headteacher will:

- Understand procedures set out by our 3 local safeguarding partners and the role of the DSL
- Ensure that the Safeguarding Policy and procedures are implemented and followed by all staff and concerns are handled sensitively and in line with procedures
- Ensure that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding children
- Monitor the effectiveness of the Safeguarding Policy and procedures.
- Keep an up-to-date record of staff safeguarding training.
- Ensure that the DSL receives sufficient support, training, time and resources to carry out their role effectively
- Ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions
- Be aware of any off-roll notification should there be safeguarding concerns and to follow this up if applicable, with the local borough safeguarding team
- Create a safe environment and a caring ethos within the school and so ensure that all pupils are kept safe in all circumstances
- Make parents aware of the school's Safeguarding and Child Protection Policy
- Ensure the relevant staffing ratios are met in Early Years Foundation Stage
- Ensure each child in the Early Years Foundation Stage is assigned a key person
- Oversee the safe use of technology, mobile phones and cameras in the EYFS setting
- Ensure that pupils' safety and welfare is addressed through the curriculum and related policies

## **DESIGNATED SAFEGUARDING LEAD (DSL)**

The DSL is always a senior member of staff and generally the person to whom anyone working in the school is required to report instances of actual or suspected child abuse or neglect. The DSL can also be contacted out of school hours if necessary via email or phone. The following are areas of responsibility for the DSL:

### **Managing Referrals**

- Be responsible for referring cases of suspected abuse or allegations to the local authority children's social care. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing
- Report concerns under Prevent duties to the local prevent team or the Channel Programme. This must be sent by secure email address to: [BarnetCST-gcsx@barnet.gcsx.gov.uk](mailto:BarnetCST-gcsx@barnet.gcsx.gov.uk) (Please insert in the subject box: PREVENT so this can be prioritised.)
- Inform the Disclosure and Barring Services in cases where a member of staff is dismissed or has left due to risk/harm to a child
- Inform the police in cases where a crime may have been committed; this includes reporting cases where FGM (female genital mutilation) appears to have been carried out on girls under the age of 18
- Act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Lead Officer for Education Services or the Child Support Services Duty Manager. Alternatively, anonymous advice can be obtained from the NSPCC helpline (0800 800 5000)
- Keep detailed, accurate, secure written records of concerns and referrals.
- Report to the local authority any pupil who fails to attend school regularly or has been absent without any explanation for 10 consecutive school days

### **Training**

- Keep up to date with training at least annually in identifying and referring suspected cases of abuse and pass new information to staff
- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and be able to attend and contribute to these effectively when required to do so
- Develop effective links with relevant statutory and voluntary agencies and to be the first point of contact for outside agencies who are pursuing Child Protection Investigations
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Ensure each staff member has received appropriate training to be refreshed at least once a year
- Keep a record of staff attendance at safeguarding training
- Make staff aware of the requirement to 'self-declare' if there are any changes to their own criminal record or if there is a change in their personal circumstances which may affect the 'disqualification by association' criteria as listed in the DfE Disqualification under the

Childcare Act 2006 statutory guidance of February 2015. They are also encouraged to sign up for the DBS update service to enable future status checks to be made

## **Raising Awareness**

- Be familiar with and understand the DfE guidance 'Keeping Children Safe in Education' (2024), 'Working Together to Safeguard Children' (2023), our 3 local safeguarding partners' procedures and DfE advice 'What to do if you're worried a child is being abused' (2015)
- Ensure that all staff and support teams (permanent, temporary or supply) sign to say they have read and understood the Safeguarding Policy and Part 1 of Keeping Children Safe in Education (2024)
- Promote in all staff, the attitude concerning safeguarding that 'it could happen here'
- Ensure that all parent volunteers working in school are aware of the School's Safeguarding Procedures
- Ensure each staff member is aware of and has access to the school's Safeguarding Policy
- Take lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place
- Ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- Carry out a risk assessment, in line with Prevent guidelines for pupils and staff who may be in danger of radicalisation
- Ensure the Safeguarding Policy is available publicly
- Ask previous schools for details of any safeguarding issues for children new to the school
- Where a child leaves the school, to ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained

## **THE ROLE OF STAFF**

- Be aware of the contents of the Safeguarding and Child Protection Policy and the identity of the DSL and deputy DSLs
- Be familiar with Part 1 of Keeping Children Safe in Education 2024 and sign that it has been read and understood
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between pupils
- Help pupils understand how to keep themselves safe and manage risk through PSHE discussions and through all aspects of school life
- Foster a culture of trust between adults who work at the school and children who attend it
- Undertake training to identify and be alert to possible causes or symptoms of abuse, including online safety training with an understanding of the expectations and responsibilities relating to filtering and monitoring
- Be aware of specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE)
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful
- Reassure victims that they are being taken seriously and that they will be supported and kept safe



- Identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups
- Build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- Be alert of persistent absenteeism of any pupils and report concerns to the DSL should it be felt there may be safeguarding concerns
- Be aware of and act upon the mandatory duty to report cases of FGM to the police
- Be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'

## **SUPERVISION OF VOLUNTEERS AND VISITORS**

Volunteers and visitors will never be left in sole charge of children. They will always work under the supervision of a member of staff, usually a teacher or senior leader.

## **EXTERNAL SPEAKERS**

The school will carry out checks on proposed visiting speakers to ensure that they do not have links with extremism and do not belong to banned organisations or are on the list of banned individuals.

## **CONTRACTORS**

Building contractors who work on the school site will be made aware of this Safeguarding Policy. Long term contractors who work in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the SLT deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential access that contractors and their employees might have to pupils in non-teaching time.

## **SAFEGUARDING PROCEDURES**

1. It is the responsibility of every member of staff and volunteer to know, understand and follow our Safeguarding and Child Protection Policy.
2. If any member of staff or volunteer is concerned about a child s/he must inform the DSL or one of the deputy DSLs immediately. You must record information regarding the concerns on the school SmoothWall Safeguard Portal on the same day. The written record must be a clear, precise, factual account of the observations or what has been said. The DSL will then review the file and decide whether a referral should take place. All documentation /information gathered must be signed and dated by the person writing the report.
3. The DSL will decide upon the most appropriate course of action and whether the concerns should be referred to Children's Social Care – refer to Barnet Continuum of support (see Appendix A). If it is decided to make a referral to Children's Social Care this will be discussed with the parents, unless

to do so would place the child at further risk or undermine the collection of evidence e.g. forensic evidence. All concerns, discussion and decisions will be recorded in writing.

4. Where this is a child protection concern, allegation or disclosure the DSL will make an immediate call to Children's Social Care to alert or to consult with them. The Multi Agency Referral Form will be sent by the DSL or deputy DSL.

5. If a member of staff disagrees about the level of concern and feels that a child has not been protected, then any member of staff can make a direct referral to Children's Social Care – refer to BSCP guidance on multi-agency resolution of professional disagreements: Barnet Safeguarding Resolution Policy.

## **WHEN CONCERNED ABOUT A CHILD**

All staff and volunteers should be aware that the main categories of abuse include, Physical, Emotional, Sexual Abuse and Neglect (see Appendix B). Training should equip staff to help identify the indicators of harm, but in general in an abusive relationship a child may:

- Appear frightened of a parent or others in the household e.g. siblings;
- Appear frightened of someone outside of the home, including a peer. This includes within the school setting;
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and cultural backgrounds);
- Display insufficient sense of boundaries or lack stranger awareness;
- Appear wary of adults and display a 'frozen watchfulness' or appear noticeably withdrawn.

## **DEALING WITH A DISCLOSURE**

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief, allowing the child to talk freely and at their own pace;
- Take what the child says seriously;
- Reassure the child, but do not make promises, particularly about maintaining confidentiality – it might be necessary to refer to other agencies;
- Reassure the child that they are not at fault and they were right to tell someone;
- Listen and only ask questions when it is necessary to obtain clarification;
- Do not criticise the alleged perpetrator;
- Make a written record as soon as possible, using the child's language when relaying what they said;
- Pass the information to the DSL without delay.

## **CONFIDENTIALITY AND COMMUNICATING WITH PARENTS**

All staff in schools have a responsibility to share relevant information about the protection of children with other specified professionals, particularly investigative agencies (Children's Social Care and the Police).

If a child confides in you and requests that the information is kept secret, it is important to tell the child in a sensitive manner and appropriate to their development that you cannot promise complete confidentiality, but explain what you will do next and that information will only be shared with those who need to know in order to help.

Staff/volunteers who receive sensitive information about children and their families should therefore only share information with appropriate professionals.

Parents should be made aware of the school's Safeguarding and Child Protection Policy and Procedures and that these are available on our school's website.

Parents should be informed prior to referrals being made to other agencies, unless to do so might place the child at further risk or cause evidence to be removed or destroyed. The DSL will ensure that our school's information sharing arrangements comply with the information sharing protocol.

## **RECORD KEEPING**

When a child protection concern has been identified, reported or disclosed, the member of staff receiving this information should:

- Make brief notes as soon as possible. Use the school SmoothWall Safeguard Portal to record the concern/disclosure;
- Not destroy any original notes – these are sometimes required by a court;
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- Circle to indicate the position of any visible injuries on the body maps;
- Record statements and observations rather than interpretations or assumptions;
- Sign and date your notes.

All records must be made promptly and any additional notes given to the DSL. The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information - England) Regulation 2005.

## **SUPPORTING VULNERABLE CHILDREN**

We recognise that without appropriate intervention and support, abuse or witnessing violence may have an adverse impact on children which may last into adulthood.

Our school will support pupils through:

- Curricular opportunities to encourage self-esteem and self-motivation;
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community;
- Liaison with other agencies which support the pupil such as Social Care and Child and Adolescent Mental Health Services (CAMHS);
- Our school's behaviour policy will support vulnerable pupils in the school. Our staff will agree a consistent approach that focuses on the behaviour of the child but does not damage the pupil's sense of worth;

- **Looked After Children:** The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

## **SAFER WORKING PRACTICE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS**

Barnet Hill Academy has a separate **Safer Recruitment Policy** which is compliant with local BSCP procedures and national requirements and regularly reviewed to reflect government requirements ensuring pre-employment checks and appropriate DBS and reference checks.

All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. Barnet Hill Academy's **Code of Conduct** and **Guidance for Safer Working Practice** forms part of our School's compulsory training for all staff and volunteers.

***Any allegation against a member of staff or volunteer, described below, must be reported to the Headteacher without delay, unless the Headteacher is the subject of the allegation - when the Chair of Governors must be informed.***

Where a member of staff or volunteer may have:

- Behaved in a way that has or may have harmed a child;
- Possibly committed a criminal offence against/related to a child;
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. Confidentiality should not be promised and information is to be shared on a 'need to know' basis only. An immediate written record of the allegations should be made, including time, date and place where the alleged incident took place, with brief details of what was said to have happened. This record should be signed and immediately passed on to the Headteacher (or Chair of Governors if the allegation is made against the Headteacher).

The Headteacher or Chair of Governors will not investigate the matter but will consult the Local Authority's Designated Officer (LADO) for Managing Allegations via the Multi-agency Safeguarding Hub (MASH): <https://thebarnetscp.org.uk/bscp/professionals/barnets-mash-protocol>.

Whilst recognising our duty to support staff, the welfare of our pupils remains our paramount consideration.

Our school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our legal duty to refer to the DBS and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child.

Low-level concerns will be handled in line with the schools' Reporting Low-level Concerns Policy.

### **SINGLE CENTRAL RECORD**

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition order from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK (Overseas check)
- Additional checks for those who have lived or worked outside of the UK (Right to work in the UK)

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

The details of an individual will be removed from the SCR once they no longer work at the school.

### **REPORTING ALLEGATIONS HIERARCHY**

Allegation against a member of staff → Report to Headteacher

Allegation against Headteacher → Report to Chair of Governing Board

### **WHISTLE-BLOWING**

All staff and volunteers are made aware of their Whistle-blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and or unsuitable behaviour. This includes the requirement to self-disclose any personal information which may impact on their suitability to work in an education setting.

We ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the *Sexual Offences Act 2003*.

Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by

the Headteacher or Chair of Governors e.g. via the Local Authority's Designated Officer for Managing Allegations; the BSCP or the Government's Whistle-blowing report line: **0800 028 0285**.

## REFERENCES

This policy has been informed by and complies with:

- DfE statutory guidance 'Keeping Children Safe in Education (September, 2024)
- DfE advice 'The Prevent Duty' (2015) from The Counter-Terrorism and Security Act (2015)
- DfE 'What to do if you're worried a child is being abused' (March, 2015)
- DfE guidance 'Working Together to Safeguard Children' (December, 2023)
- DfE guidance 'Multi-agency statutory guidance on female genital mutilation' (April 2016)
- Children Missing Education (September, 2016)
- Ofsted Inspecting safeguarding in early years, education and skills settings
- The Independent School Standards (2014)
- Multi-agency statutory guidance on female genital mutilation
- The Home Office: 'Mandatory Reporting of Female Genital Mutilation procedural information'
- Sexting in schools and colleges: Responding to incidents and safeguarding young people, (December, 2016) produced by the UK Council for Child Internet Safety (UKCCIS)

## **OTHER SAFEGUARDING RELATED POLICIES AND GUIDANCE**

### **PRIVATE FOSTERING**

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At Barnet Hill Academy we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face.

Please refer to BSCP's policy on this: <https://thebarnetscp.org.uk/bscp/professionals/private-fostering>

### **PHYSICAL INTERVENTION/ POSITIVE INTERVENTION (BHA USE OF FORCE TO CONTROL OR RESTRAIN PUPILS POLICY)**

Our school's policy on physical intervention and positive handling by staff is set out separately. It complies with the [DfE's guidance on use of reasonable force](#). This policy states that staff may only use reasonable force, meaning no more force than is needed to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Headteachers and other authorised trained staff can use such force as is reasonable in the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, mobile phones or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint should be recorded and signed by a witness. The parent/carer will be informed of the incident.

### **BULLYING (BHA ANTI-BULLYING POLICY)**

Our school's policy on the prevention and management of bullying is set out in a separate document and is reviewed annually by the governing body. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

### **CHILDREN WITH DISABILITIES OR SPECIAL EDUCATIONAL NEEDS (SEND)**

Our school policy is set out in a separate document (SEND Policy). Our school is committed to ensuring that children with disabilities or special educational needs have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise that disabled children do however require additional action

because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments.

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care.

## **LOOKED AFTER CHILDREN**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The proprietor will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

## **USE OF THE SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES**

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate.

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to MASH or the police, if necessary.

## **ONLINE SAFETY (BHA E-SAFETY POLICY)**

Our school policy is set out in a separate document. We ensure that online safety is included in the curriculum at all levels and that information is also provided to parents/carers.



All staff are made aware of the school policy on online safety which sets out our expectations relating to:

- Creating a safer online environment;
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online;
- Inspiring safe and responsible use and behaviour;
- Safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones;
- Awareness of the filtering and monitoring systems in place;
- What steps to take if you have concerns and where to go for help.

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

## **FEMALE GENITAL MUTILATION (FGM)**

In our school we recognise that whilst there is not necessarily an intention to harm a girl through FGM, the practice has serious short and long term medical and psychological implications. We are committed to work with families and partner agencies to promote understanding and safeguard pupils who may be at risk of this practice.

We aim to work sensitively with community groups where this may be a cultural belief and practice, however we will act to safeguard and promote our pupils' welfare where required and will fulfil our duties under the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015). This places a statutory duty upon teachers along with regulated health and social care professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Information on when and how to make a report can be found in the government's [mandatory reporting procedure on FGM guidance](#). Click [here](#) for Factsheet on the Serious Crime Act 2015: FGM amendments to the 2003 Act.

## **CHILD ON CHILD ABUSE**

We recognise that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. Staff should not dismiss inappropriate behaviour as 'normal' between young people and should not develop high thresholds before taking action. See related sections on Bullying, Child Sexual Exploitation and Gangs and Youth Violence. Staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. Staff will speak to the DSL if they have any concerns about child-on-child abuse.

## **UPSKIRTING**

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

## **CHILD SEXUAL EXPLOITATION (CSE)**

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Exploitation can also happen online.

Our school will support the multi-agency activity to combat these crimes and help to divert and support any young pupils affected by CSE. We will follow the Local Safeguarding Partnership protocol for identifying and managing cases of CSE.

## **CHILD CRIMINAL EXPLOITATION (CCE)**

For the purposes of this policy, “child criminal exploitation” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

### **County lines**

For the purposes of this policy, “county lines” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

## **SEXTING**

If staff are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), it must be reported to the DSL immediately.

Staff must not:

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

## GANGS AND YOUTH VIOLENCE

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a pupil or the wider school/community environment. We will therefore support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm. For further information refer to government guidance on [advice to schools on gangs and youth violence](#).

## FORCED MARRIAGE

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. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to Honour Based Violence.

Our school recognises that it has an important role in safeguarding children from forced marriage by educating pupils about the law and their rights and in identifying signs of risk. The Forced Marriage Unit has published [multi-agency statutory guidance](#) with pages 32-36 focusing on the role of schools and colleges. The Unit can be contacted for advice or information on 020 7008 0151 or email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk).

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

## PREVENT POLICY: RADICALISATION AND EXTREMISM

Our school recognises that protecting children from the risk of radicalisation is a part of our wider safeguarding duty to protect children from significant harm. Some young people may be more vulnerable to being groomed and this fact can be exploited by extremists. The internet and use of social media have become major factors in the radicalisation of young people and our school's E-safety policy and curriculum embeds understanding of these particular risks.

Specified authorities including all schools are subject to a duty under the Counter-Terrorism and Security Act 2015, to have due regard to the need to prevent people from being drawn into terrorism.

Our school will help to identify young people at risk and work with local partnership arrangements including the **Channel Programme** to help support and divert any young people from associated harm.

Barnet Hill Academy has a **Prevent Policy** which details how the school will enact guidance on the Prevent duty.

## **CHILDREN DELIBERATLY MISSING EDUCATION OR BEING ABSENT FROM EDUCATION**

A child deliberately missing education or being absent from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education or are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

## **TRAFFICKING**

Barnet Hill Academy will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking.

For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveller or migrant families – who collectively go missing from school. For further government guidance refer to [Safeguarding Children who may have been trafficked practice guidance](#).

## **DOMESTIC ABUSE**

Our school recognises the immediate and long-term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

All notifications of domestic abuse will be managed in accordance with government [guidance on domestic violence and abuse reporting](#).

## **SUBSTANCE MISUSE**

- a) **Pupils:** We recognise the clear role our school has to play in preventing drug misuse as part of our pastoral responsibilities. We will provide age appropriate information on drugs and alcohol and tackle problem behaviour, working with local partners to prevent drug or alcohol misuse. For further guidance refer to [DfE and ACPO Drug Advice for schools](#).
- b) **Parental Substance Misuse:** Substance misuse (drugs or alcohol) may impact on parental capacity and can significantly exacerbate other concerns such as domestic violence or mental health issues. We will remain vigilant in identifying and supporting pupils and their families facing such issues, and work in collaboration with other agencies where necessary to prevent significant harm.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (BHA PSHE POLICY)**

We pride ourselves on our culture of open and effective communication between staff and pupils and on excellent pastoral support structures. We prepare all our pupils to make reasoned, informed choices, judgements and decisions. The school endeavours to help children to protect themselves from abuse by delivering an effective and appropriate PSHE programme. This is monitored by the Deputy DSL. All pupils know that there are adults to whom they can turn if they are worried. All pupils have access to a telephone helpline, enabling them to call for support in private. Every child is made aware of where to turn to for advice including confidential help lines and web sites for external specialists such as *Child Line*, *Kidscape*, *NSPCC*, *Get Connected* and *CEOP* and these details appear on noticeboards around the school and through assemblies.

## **MENTAL HEALTH**

- a) **Pupils:** Our school seeks to promote positive mental health in our pupils and to identify and address those with less severe problems at an early stage and build their resilience. We are also committed to identifying and supporting pupils with more severe needs and to help make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary. For further information refer to government guidance on [mental health and behaviours](#) to identify and support pupils whose behaviour suggests they have unmet mental health needs.
- b) **Parental Mental Health:** We recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children.

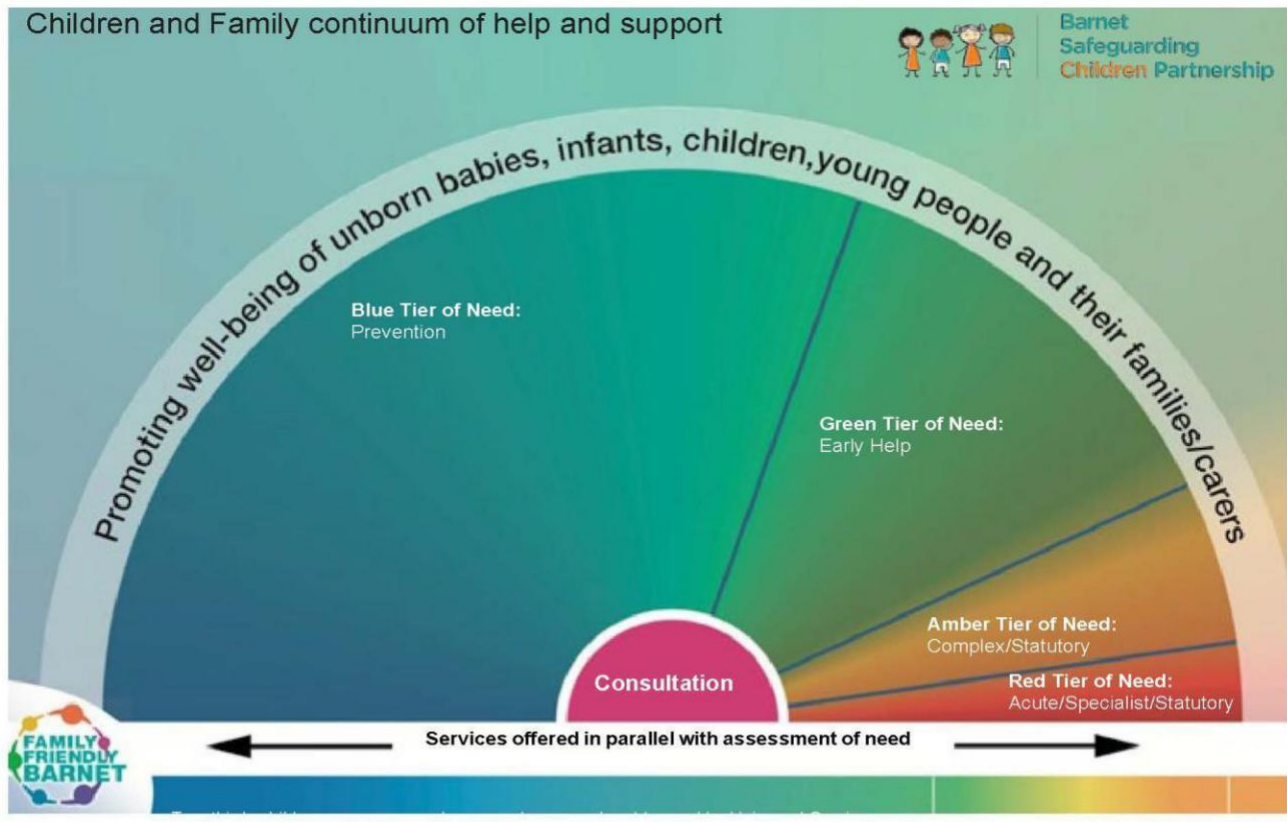
## **LIST OF APPENDICES**

- a) BSCP Continuum of Help and Support Guidance
- b) Key Definitions and Signs/Indicators of Abuse and Neglect
- c) What to do if you are worried a child is being abused
- d) Teacher Safeguarding Agreement
- e) Safeguarding Policy Annual Review

# APPENDIX A: BSCP CONTINUUM OF HELP AND SUPPORT

This document is taken from the Barnet Children’s Safeguarding Partnership Continuum of Help and Support

3



**Blue:**  
Prevention Responses:  
Universal in-house  
Assessment & Support

**Green:**  
Early Help: Responses to low/  
moderate additional needs via  
CASA/TAC/TAF for targeted or  
multi-agency coordinated support

**Amber:**  
Responses to higher level complex needs  
such as Child in Need; complex Special  
Education Needs or Disabilities; CAMHS  
Tier 3; Youth Cautions-Referral Orders.

**Red:** Responses to acute or intensive  
needs where child may be at risk of  
significant harm – Child Protection; Court  
proceedings; Hospitalisation; CAMHS Tier  
4; Residential, Remand, Public Protecti

Children and family – continuum of help

## APPENDIX B: KEY DEFINITIONS & SIGNS OF ABUSE AND NEGLECT

ALL SCHOOL 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.

**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 (e.g. via the internet). They may be abused by an adult or adults or by another child or children. This includes where a child sees, hears or experiences the effects of domestic abuse.

**Child Protection:** Part of this definition refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

**Children:** Includes everyone under the age of 18.

**Emotional abuse:** 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 includes no opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children 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.

**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 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 to protect a child from physical and emotional harm or danger; ensure adequate supervision; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**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.

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

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

**Sexting:** The sharing of sexual imagery (photos or videos) by children

**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, when the child may be unaware of what is happening. The activities may involve physical contact, including assault by penetration (Eg, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

**Upskirting:** Taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2006, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- **The local authority (LA)**
- **Integrated care boards (previously known as clinical commissioning groups) for an area within the LA**
- **The chief officer of police for a police area in the LA area**



### Physical abuse

*Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.*

#### Child

Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
<b>Parent</b>	<b>Family/Environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

## Emotional Abuse

*Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).*

### Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional Responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/Environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, <u>self harm</u> , somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

## Neglect

*Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.*

### Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialization
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/Environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, <u>self harm</u> , somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse	
<i>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 or non-contact activities, such as involving children in looking at sexual images or being groomed online / child exploitation.</i>	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, <u>self harm</u> , somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

## INDICATORS OF ABUSE & NEGLECT: FRAMEWORK FOR UNDERSTANDING CHILDREN’S NEEDS



## APPENDIX C. WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED

### Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation
- Know what systems the school have in place regarding support for safeguarding e.g. induction training, staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead/Person (DSL)

### Question behaviours

- Talk and listen to the views of children, be non-judgemental
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the Headteacher, if the concern is about the Headteacher, report to Chair of Governors. Utilise whistleblowing procedure

### Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead
- Responsibility to take appropriate action, do not delay

### Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to the LADO

**APPENDIX D: TEACHER SAFEGUARDING AGREEMENT**

Members of staff will be required to read and sign two Safeguarding agreements. These are:

- 1. Barnet Hill Academy Safeguarding & Child Protection Policy (v11.0)
- 2. Keeping Children Safe in Education (September, 2024)

**APPENDIX E: SAFEGUARDING POLICY ANNUAL REVIEW**

This policy will be reviewed annually by the Headteacher and Chair of Governors.

School Name: Barnet Hill Academy Academic Year: 2024-2025

Signed, Headteacher: ..... Date:.....

Signed, Chair of Governors: ..... Date:.....