

EASTBROOK SCHOOL



Safeguarding and Child Protection Policy

September 2024

This policy has been updated to reflect the updated guidance 'Keeping Children Safe in Education (2024)'.

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Appendices

Appendix 1: Staff Safeguarding Agreement

Appendix 2: Indicators of Child Abuse and Neglect (Signs and Symptoms)

Appendix 3: Flowchart for Raising Safeguarding Concerns

Appendix 4: Safeguarding Cause for Concern Form (with Body Map)

School Vision

At Eastbrook School we believe that a truly outstanding school is one that enables all children to achieve their best. One where academic attainment is high and the academic progress of individuals is maximised. It is a place where all children acquire the character virtues that lead to success in school and university, in work and life beyond. All the children, staff and families at Eastbrook share this vision and are working hard to make it a truly outstanding school.

Rationale

At Eastbrook School we recognise that safeguarding and promoting the welfare of children is the responsibility of **everyone** and our policy applies to all governors, staff, volunteers and visitors. Our approach is child-centred and we act in the best interests of the child when making decisions and working in partnership with them and their families.

Eastbrook School is committed to providing a safe and secure environment for children (under the age of 18), staff and visitors; and promoting an environment where children and adults will feel confident about sharing concerns they may have about their own safety or that of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's mental and physical health or development; ensuring 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 as stated in 'Keeping Children Safe in Education (2023)'.

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- Education Act 2002
- Equality Act 2022 (including Public Sector Equality Duty)
- Human Rights Act 1998
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2024)
- What to do if you are worried a child is being abused (2015)
- Information Sharing – Advice for practitioners (2018)
- London Safeguarding Children Procedures and Practice Guidance (2023)
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Non-teaching Staff (2012)
- LBBD Child Protection and Safeguarding Procedures and Ofsted guidance
- LBBD Managing Allegations Policy and Procedures (2023)
- Inspecting Safeguarding in early years, education and skills settings – OFSTED (2023)

This policy also takes into account the procedures of Barking & Dagenham and the published arrangements as set out by the Barking & Dagenham Safeguarding Partners.

All members of staff working within the school are required to read 'Keeping Safe in Education' Part 1 (2024) and our school Safeguarding Policy and will sign the Staff Safeguarding Agreement (see Appendix 1) to confirm that they have read, understood and will adhere to this guidance. All staff are also expected to adhere to the

Staff Behaviour Policy and Code of Conduct, Behaviour Policy and should be aware of the response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.

This policy is reviewed annually and ratified by the Governing Body. Updates may be required to reflect any supplemental guidance and advice.

Aims

1. To provide clear and accessible information and guidelines relating to the roles and responsibilities of key staff for **all** areas of safeguarding.
2. To outline procedures for identifying and reporting concerns about the safety and wellbeing of children and provide clear guidance on systems, procedures and expectations in relation to safeguarding and child protection.
3. To create an ethos of support and care where children and their families are encouraged to talk and know they will be listened to.
4. Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
5. Ensure allegations against staff are managed appropriately.
6. Ensure all staff has attended up to date training so that they are familiar with most recent legislation and school policy and procedures.
7. Monitor and evaluate the effectiveness of safeguarding systems and procedures throughout the school.



EASTBROOK SCHOOL

SAFEGUARDING

WHO YOU SHOULD KNOW

Ms Parker-Skinner
Strategic Designated Safeguarding Lead

Ms Proctor
Deputy Designated Safeguarding Lead

Ms Wadud
Deputy Designated Safeguarding Lead

Ms Iyiola
Deputy Designated Safeguarding Lead

Ms Jennings
Deputy Designated Safeguarding Lead

Ms Faupel
School Counsellor

PC Ross Richmond-Clark
Safer School Police Officer

Mr Gibson
Headteacher (Secondary)

Mr Hollows
Headteacher (Primary)

Mr English
Deputy Head for Inclusion

Key School Safeguarding Staff

Whole School Safeguarding Team
Ms D Parker-Skinner – Strategic Designated Safeguarding Lead Ms Sherrell Proctor – Deputy Designated Safeguarding Lead Ms G Wadud – Deputy Designated Safeguarding Lead Ms A Jennings – Deputy Designated Safeguarding Lead Ms S Iyiola – Deputy Designated Safeguarding Lead Mr J Gibson – Headteacher (Secondary) Mr E Hollows – Headteacher (Primary) Mr Reiss English – Deputy Head - Inclusion Ms Darcie Faupel – School Counsellor PC Ross Richmond-Clark – Safer School Officer

Key External Contacts

Local Authority Designated Officer (LADO)	Mike Cullern Tel: 020 8227 3934 Email: lado@lbbd.gov.uk
Local Authority Children's Social Services	Tel: 020 8227 3811 Email: childrenss@lbbd.gov.uk Out of Hours Team: 020 8594 8356
Multi-Agency Safeguarding Hub (MASH Team)	Tel: 020 8227 3811 Email: childrenss@lbbd.gov.uk
Prevent Team	Local Authority: Tel: 020 8227 3811 Email: prevent@lbbd.gov.uk Police: Emergency: 999 Non-emergency: 101 Department for Education: Non-emergency Tel: 020 7340 7264 Email: counter.extremism@education.gov.uk
NSPCC Helpline	Tel: 0808 800 5000 Email: help@nspcc.org.uk
NSPCC Whistleblowing Helpline	Tel: 020 8028 0285 Email: help@nspcc.org.uk
Disclosure and Barring Service	Disclosure: Tel: 03000 200 190 Email: customerservices@dbs.gov.uk Barring Service: Tel: 03000 200 190
Teacher Regulation Agency	Tel: 020 7593 5393 Email: misconduct.teacher@education.gov.uk
OFSTED (Concerns)	Tel: 0300 123 4666 Email: CIE@ofsted.gov.uk

Responsibilities

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in the school (including visiting staff, volunteers and students) are required to report any safeguarding concerns to the Designated Safeguarding Leads. We work together with other agencies, including police, social care, health services and others to promote children's welfare and protect them from harm. This includes providing a coordinated offer of early help when additional needs are identified. Children's wishes and feelings will be taken into account when making decisions or taking any actions. Staff maintain an attitude of 'it could happen here' and no reports do not mean it is not happening. When concerned about the welfare of a child, staff members should always act in the best interest of the child. The *Teachers' Standards 2012* state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Why is Safeguarding important?

It is important for children to receive the right help at the right time to address safeguarding risks and prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate action. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is a member of the Senior Leadership Team and the lead responsibility for all matters relating to safeguarding and child protection, including online safety and filtering and monitoring processes.

The Designated Safeguarding Leads are expected to:

- liaise with the LBBD safeguarding partnership in line with 'Working Together to Safeguard Children (2023)'.
- refer all cases of suspected abuse and neglect to the Local Authority Children's Social Care and to support staff who make referrals to Children's Social Care.
- refer all cases where a crime may have been committed to the police and use the NSPCC 'When to Call the Police' guidance as necessary.
- refer cases to the Channel Programme where there is a radicalisation concern as required and to support staff who make referrals to the Channel Programme.
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required.
- act as a source of support, advice and expertise for all staff.
- liaise with the Headteacher to inform them of any issues and ongoing enquiries.
- liaise with Headteacher and other key staff to identify the impact of safeguarding issues on children's attendance, engagement and achievement at school.
- liaise with the LADO (Local Authority Designated Officer) for child protection concerns involving a staff member.
- liaise with Senior Mental Health Lead and Mental Health Support Teams where safeguarding concerns are linked to mental health.
- promote supportive engagement with parent/carers.
- ensure child protection files are kept up to date and stored confidentially and securely separate from other files.

- creating a culture of listening to children and taking account of their wishes and feelings among staff.
- ensuring that appropriate training is offered every year to all staff members and regular updates are provided.
- attending child protection conferences and other meetings as appropriate.
- understanding information sharing and relevant data protection legislation and regulations, including Data Protection Act 2018 and General Data Protection Regulations (GDPR).
- ensuring members of staff have access to and understand the safeguarding policy and procedures, especially new staff.
- ensuring that the safeguarding policy is reviewed annually and available on school website.
- ensuring that child protection files are copied for the new school when a child leaves (transferred separately from the main file).
- ensure that regular audit and quality assurance is undertaken within the school.
- attend relevant safeguarding training, including Prevent training and disseminating to wider school staff.

All staff:

- have a responsibility to provide a safe environment in which children can learn.
- have a responsibility to identify children who may benefit from early help, to provide support as soon as a problem emerges, and to discuss this with the Designated Safeguarding Leads.
- should report any concerns about a child's welfare and wellbeing to the Designated Safeguarding Leads.
- should receive regular safeguarding training, including online safety (including filtering and monitoring) as well as regular updates.
- should be aware of the process for making referrals and the response that may follow. Anyone can make a referral, although the DSL should be consulted as they are most likely to have the complete safeguarding picture and the most appropriate person to advise.
- should maintain an appropriate level of confidentiality and only share information with safeguarding staff.
- should never promise to keep a secret for the child and should reassure children that they will be taken seriously, supported and kept safe.
- must have professional curiosity as children may not feel ready or know how to tell someone they are being abused, neglected or exploited, and they may not know their experiences are harmful.
- should be aware of the indicators of abuse and neglect, understanding that children can be at risk both in and out of the home and online. Children may also be at risk outside their family home (extra familial harm).
- must be aware that technology is a significant component in many safeguarding and wellbeing issues. Children can also be abused online and children can abuse other children online.
- must only use social media in a way that is responsible, in line with the school Internet Acceptable Use Policy and in line with the Staff Code of Conduct.
- must report any suspected cases of Female Genital Mutilation (FGM) directly to police and to the Designated Safeguarding Leads so appropriate action can be taken.
- must report any concerns regarding children who may be at risk of radicalisation and/or extremism to the Designated Safeguarding Leads so appropriate action can be taken.

The Governing Body:

Governing Bodies must ensure that they comply with their duties under legislation. They must ensure that all policies, procedures and training are effective and comply with the law at all times.

Safeguarding is discussed at all Governing Body Meetings.

The Governing Body must ensure that:

- they facilitate a whole school approach to safeguarding and that all systems, policies and process operate with the best interests of the child.
- the school contributes to multi-agency working and fully engaged in safeguarding arrangements in the Local Authority.
- there are appropriate policies and procedures in place in order for appropriate action to be taken to safeguard and promote the welfare of children.
- appropriate Safer Recruitment policies are in place, embedded and effective in line with Part Three of Keeping Children Safe in Education (2023) guidance.
- an appropriate senior member of staff is allocated the role of Designated Safeguarding Lead and that he/she has the authority to carry out the duties of the role.
- safeguarding training including online safety (including filtering and monitoring) is provided to all staff every year, including induction and regular updates as required.
- appropriate filters and monitoring systems are in place so that children safeguarded from potentially harmful and inappropriate material online.
- schools hold more than one emergency contact number for each pupil.
- opportunities to teach safeguarding must be considered and included within the curriculum.
- procedures are in place to investigate allegations against staff members, including the Head Teacher, and that these are reported to the Designated Officer at the Local Authority.
- any service providers using the school have appropriate safeguarding policies and procedures in place in line with the guidance 'Keeping children safe out of school settings.'

Staff Training

- All staff safeguarding training is monitored through the Single Central Record.
- All staff members are required to attend whole school safeguarding and child protection training at the start of every academic year. This includes online safety training, which includes an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring.
- Designated/Deputy Safeguarding Leads will be required to attend advanced safeguarding training every two years and additional specific training courses as the need arises.
- Regular updates and training are provided to staff in briefings and staff insets, and information is disseminated regularly.
- All new staff members are given safeguarding training and details of procedures as part of their induction.
- The Designated Safeguarding Leads receive regular supervision on all aspects of their work.
- The Designated Safeguarding Leads are available to school staff members for support and guidance.

Guidelines

All staff should be aware of indicators of abuse and neglect in order to identify cases of children that may need help or protection. If staff are unsure, please ask the Designated Safeguarding Leads.

Types of Abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. Children may be abused by an adult or adults, and a child or children.

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

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe 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 capacity 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 to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. This may involve physical contact, including penetrative (e.g. rape or oral sex), but also includes non-contact sexual activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation of abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse includes abuse of children through sexual exploitation.

It is not solely perpetrated by males; women and other children can also commit acts of sexual abuse.

Neglect: the persistent failure to meet a child's basic physical, psychological and/or emotional 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 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 caregivers); ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Please see Appendix 2 for information on indicators of child abuse and neglect.

Online Abuse: is any type of abuse that happens on the internet, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

Reporting and Recording Concerns about a Child

There are different types of abuse that children can experience. There is a responsibility to act on any concerns by reporting these to the Designated Safeguarding Leads.

- All staff should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection (See Appendix 2 for further information on types of abuse and neglect and signs and symptoms).
- If Staff members are unsure, they should always speak to the Designated Safeguarding Leads.
- Please do not assume that someone else has reported the concern.
- The Designated Safeguarding Leads will keep your concerns on record, and these may contribute to a pattern of concerns, which may lead to a greater concern.
- The DSLs are most likely to have the complete safeguarding picture and are the most appropriate to advise on the response to safeguarding concerns.

Staff should be concerned if a child:

- has an injury which is not typical of the bumps and scrapes normally associated with children's activities.
- regularly has unexplained injuries or has frequent injuries even if explanations are given.
- offers confused or conflicting explanations about how injuries were sustained.
- exhibits significant changes in behaviour, mental health, emotional wellbeing, performance or attitude.
- indulges in sexual behaviour which is unusually explicit or inappropriate for their age.
- discloses an experience in which he/she may have been harmed.
- appears neglected, where the child's basic physical, psychological and emotional needs are not met.

Reporting Procedure – Concerns about a Child:

Please see Appendix 3 (Flowchart – Raising Concerns about a Child)

- Staff must report child protection concerns (where a child is suffering or at risk of significant harm) immediately to the Designated Safeguarding Leads. Please do not wait. A referral to social care/police must be made immediately to ensure the child is kept safe.
- Staff must report any safeguarding concerns on our digital safeguarding system Edukey at the earliest possible opportunity on the same day. This must be a clear, precise and factual account of any observations or disclosures made by the child. This includes any verbal conversations. It must state the details of the concern including date and time of the incident/disclosure; what has been seen, heard or said; who was present, what action was taken and any outcomes.
- If the concern involves images or video of a sexual nature, staff must not view or forward this, they should confiscate the phone and discuss with the DSL immediately.
- **External staff and visitors must fill in a confidential cause for concern form (Please see Appendix 4). This is available electronically to all staff and is also in the staff room and school office. The confidential forms must be signed and dated and given by hand to the Designated Safeguarding Leads.**
- The Designated Safeguarding Leads will gather further information and will make a decision on which action to take next including:
 - Referral to Children's Social Care and/or police
 - Referral for early help, where an assessment is undertaken with all agencies involved with the child and family to ensure there is appropriate support.
 - Discussion with parent/carer and offer of support.
 - Dealt with in school by offering support such as counselling, mentoring or possible referring to other agencies that may be able to support.
- The child's wishes and feelings are always taken into account when making any decisions about actions.
- The Designated Safeguarding Leads will give appropriate feedback to the reporting staff member and provide support where necessary.

Children at immediate risk or risk of significant harm

- The Designated Safeguarding Leads will take immediate action for children at risk of significant harm by completing a Multi-Agency Referral Form (MARF) in consultation with the Local Authority MASH team and contacting police where necessary.
- The DSL will inform the parent/carer of the referral unless to do so would place the child at greater risk of harm.
- In the rare event that a member of the Safeguarding Team is not available, and the staff member is concerned the child is being harmed or at risk of being harmed, then they must take action themselves by calling the Local Authority MASH Team on 020 8227 3811, who will advise what to do next. The DSL must be informed if this is the case.

Concerns regarding extremism and children at risk of radicalisation (being drawn into terrorism)

- Record any concerns of this nature on Edukey. If the concern is immediate or significant, inform the DSL verbally immediately.
- If there is an immediate or significant risk, the DSL will contact the police.
- The Local Authority MASH Team will be contacted for advice and a referral may need to be made to Children's Social Care.
- The Local Authority Prevent Team will be contacted for advice and a referral to the Channel Programme may need to be made.
- Parent/Carers will be informed (unless to do so would pose further risk to the child).
- A risk assessment may need to be completed and an appropriate support plan put in place.

Concerns regarding Female Genital Mutilation (FGM)

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

- Record any concerns of this nature on Edukey. If the concern is immediate or significant, inform the DSL verbally immediately.
- The teacher will have to contact the police directly and will be supported by the DSL to do so.
- A referral will also be made to Local Authority Children's Social Care by the DSL.
- Parent/Carers will be informed (unless to do so would pose a further risk to the child)
- Appropriate support will be put in place for the child. It may be necessary to refer to external agencies for support.

Concerns regarding Child-on-Child Abuse (including nude/semi-nude imagery)

- Record any concerns of this nature on Edukey. If the concern is immediate or significant, inform the DSL verbally immediately.
- The DSL will contact the Local Authority MASH and make a referral to children's care as necessary.
- The DSL will contact the police where appropriate.
- Parent/Carers will be informed (unless to do so would pose further risk to the child)
- A risk assessment will be completed to ensure the safety of the victim and other children in the school.
- An appropriate support plan will be put in place to ensure both the victim and perpetrator are supported as necessary. It may be necessary to refer to external agencies for support.

Dealing with disclosures

Children are taught about safeguarding via the curriculum, during assemblies and workshops; and information is provided to them on the Pupil Safeguarding Boards. Children know that they can tell an adult about any concerns and must be given the opportunity to do so. They must know that they will be listened to and taken seriously. A victim should never be made to feel ashamed or that they are creating a problem by reporting a concern.

All disclosures made by a child should be reported to the Designated Safeguarding Leads immediately. When dealing with disclosures by a child (when a child says they are being abused or provides information that suggests they are being abused), the person receiving that information **should**:

- Listen carefully, be patient and try not to express your own views and feelings.
- Try not to appear shocked as this may stop them from talking.
- Reassure them that they have done the right thing by telling you.
- Tell them it's not their fault - abuse is never a child's fault.
- Say you will take them seriously and will support them.
- Avoid asking leading questions.
- Don't confront the alleged abuser – this may make the situation worse.
- Don't promise confidentiality or to keep a secret - explain the information will be shared only with those who need to know so they can help.
- Explain what you will do next – tell the DSL who will be able to help.
- Report the disclosure straight after you have been told so action can be taken quickly.
- Record your concern in writing as soon as possible using the child's own language where possible.

(NSPCC)

Staff will be supported by the Designated Safeguarding Leads when dealing with a disclosure and further advice and support is available by contacting the NSPCC Helpline on 0808 800 5000 or via email help@nspcc.org.uk

Early Help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a family member in prison, or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing alcohol and other drugs themselves.
- has returned home to their family from care.
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.
- is persistently absent from education, including persistent absences for part of the school day.

Sharing information early is vital for the early identification, assessment and allocation of appropriate provision. Please do not assume someone else has shared the information. Staff must report any concerns on Edukey and discuss with DSLs.

If early help is appropriate the DSLs will work with other agencies to set up and assessment and ensure the child and family are receiving appropriate support. This is reviewed on a regular basis and if concerns have not improved and no progress has been made, a referral will be made to Local Authority Children's Social Care.

Contextual Safeguarding

Children may also be vulnerable to abuse or exploitation from outside their families. These threats may arise at school or other educational establishments, from within peer groups, or more widely from the wider community and/or online. This can take on a variety of forms including:

- Exploitation from criminal gangs and organized crime groups such as county lines
- Trafficking
- Online abuse
- Sexual exploitation
- Influences of extremism leading to radicalisation

Any concerns relating to contextual safeguarding should be reported to the Designated Safeguarding Leads immediately, who will follow school safeguarding procedures.

Further information is available: <https://www.contextualsafeguarding.org.uk/>

Confidentiality & Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Effective sharing of information between professionals and local agencies is essential for early and effective identification, assessment and allocation of service provision. Schools have clear powers to share, hold and use information for these purposes. The school will ensure relevant staff comply with the relevant data protection principles when processing and sharing personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.

- All safeguarding information, including 'special category personal data' is treated as confidential in line with the LA information sharing policy and the school's confidentiality policy, which also follows the principles of the Data Protection Act 2018 and UK General Data Protection Regulations (GDPR).
- The Data Prevention Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent in certain circumstances.
- All staff members have a professional responsibility to share information to safeguard children.
- Information is shared with staff on a **need-to-know** basis only.
- No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe.
- All staff must be aware that they cannot promise a child to keep secrets.
- Information is available to parents on the school website regarding safeguarding.
- The Designated Safeguarding Leads will endeavour to inform parents or carers before reporting concerns to Children's Services where appropriate.
- The Designated Safeguarding Leads are available to talk to parents and carers to discuss any concerns.

- Any complaints should be directed to the Headteacher. If the complaint is about the Headteacher, this should be directed to the Chair of Governors.

At Eastbrook School, we work in partnership with parents and carers and information will be shared with their knowledge and consent. However, our duty to safeguard children means that there will be occasions when we will have to share information without consent, particularly if to seek consent would:

- Place a child or family member at risk of harm.
- Prejudice the prevention, detection or prosecution of a serious crime.
- Lead to an unjustifiable delay in making enquiries.

All decisions regarding consent are recorded.

Information is shared following the Government guidance, as advised by the Local Authority.

For further information, please see '[Information sharing: advice for practitioners providing safeguarding services](#)'

Record Keeping

All concerns are logged into a secure database protected by a password. All concerns, discussions, decisions and reasons are recorded in writing on the secure database. The database is only accessed by members of the safeguarding team. Individual safeguarding files are kept securely electronically, and any paper files are securely stored in a locked cabinet. These files are kept separately from other pupil files.

At any point of transition to another school, the safeguarding and child protection records of the child will be transferred confidentially to the new school within 5 days. The file is sent by special delivery and a signed letter is requested from the new school to confirm receipt of the records. If the school is in the local area, the records are delivered by hand and a receipt with a signature and date is obtained. When a child has been transferred from another school, we request confirmation of child protection records via signed letter and ensure the records have been received.

The DSL/Deputy DSL would also liaise with the DSL of the new school to ensure appropriate support is in place where necessary.

Reporting and Recording Concerns and Allegations about an Adult working in School

Despite all efforts to recruit safely, there will be occasions when allegations of abuse against children are raised. We adhere to Part Four of Keeping Children Safe in Education (2024) and LA policy and procedures when managing allegations against a member of staff (including supply staff, volunteers and contractors), and for monitoring and evaluating the effectiveness of safer recruitment.

For further information visit: <https://bdsafeguarding.org/professionals/allegations-against-professional/>

Any allegations or concerns will be discussed with the Local Authority Designated Officer (LADO).

In some cases, the allegation may be against a member of staff that is not directly employed by the school, for example those employed by a recruitment or employment agency. The agency would be informed of procedures in managing allegations and be included in this process. It will be discussed with the agency if the staff member will be suspended or redeployed.

It is also possible to receive an allegation relating to an incident that happened when an individual or organisation was using the school premises, for example community groups, sports associations, or service

providers that run extra-curricular activities. In this case, the same safeguarding procedure applies, and the LADO will be informed.

Any allegations about staff no longer working within the school will be referred to the police.

Any adults who make an allegation that they were abused as a child should be advised to report this to the police.

Any non-recent allegations by a child should still be referred to the LADO.

The Local Authority Designated Officer (LADO) is **Mike Cullern**.

The LADO is informed immediately if an allegation or concern has been made about a member of staff who has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work closely with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The person dealing with the allegation and/or concern is the 'Case Manager' usually the Headteacher or Chair of Governors. The Designated Safeguarding Lead may be asked to support if appropriate.

There are two aspects to consider when an allegation is made:

1. The welfare of the child – ensuring the child is not at risk and referring to social care/police as appropriate.
2. Investigating and supporting the person subject to the allegation – discuss with the LADO and agree a plan of action.

Procedure:

- Report any allegations and concerns about a staff member (including supply staff and volunteers) to the Headteacher who will make basic enquiries and inform the LADO within one working day.
- Report any allegation and concerns about the Headteacher to the Chair of Governors who will inform the LADO.
- The police will be contacted if the child is at immediate risk and the LADO will be informed. Police and/or Children's Social Care will also be informed, and a strategy discussion will take place in accordance with 'Working Together to Safeguard Children (2023)'.
- If urgent action is needed, police or medical attention will be sought.
- All decisions are made in consultation with the LADO on a case-by-case basis.
- If the concern is regarding physical contact, it will be taken into consideration that teachers are entitled to use reasonable force or restraint in certain circumstances.
- Steps are taken to fully support anyone who, in good faith, reports his or her concerns about a colleague and every effort must be made to maintain confidentiality for all parties whilst the allegation is considered.
- The accused member of staff will be treated fairly and honestly and will be kept informed as appropriate and offered support as necessary.
- Children and parents or carers are supported and kept informed of the process in relation to the child.
- If the concern is regarding a member of supply staff, the agency will be informed, and they will be involved in the process of managing the allegation or concern.
- The school will make every effort to maintain confidentiality and guard against unwanted publicity in line with Education Act 2011.

- Careful consideration is taken before deciding to suspend a member of staff. The decision to suspend is made on a case-by-case basis and after having undertaken a risk assessment regarding whether the person poses a risk to the child.
- Any staff member that has been dismissed or removed due to safeguarding concerns will be referred to the Disclosure & Barring Service (DBS). This is a legal duty and a failure to refer is a criminal offence.
- The case manager will consider reporting to the Teacher Regulation Agency if the staff member is a teacher where appropriate.
- If there is no further action needed regarding the allegation, the LADO and case manager will record the decision and the justification for it and will agree what will be put in writing to the accused member of staff.
- If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will provide support to the child and refer to Social Care as appropriate.
- If an allegation is shown to be deliberately invented or malicious, disciplinary action for the child will be considered as per the school behaviour policy.
- Any concerns about staff no longer working within the school will be referred to the police.

All allegations, except those that are malicious or false, will be kept on the staff member's file as follows:

- clear and comprehensive summary of the allegation
- details of how the allegation was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.
- a copy provided to the person concerned, where agreed by Local Authority children's social care or the police.
- a declaration on whether the information will be referred to in any future reference.

On conclusion of the case, the case manager should review the circumstances with the LADO to determine whether there need to be any improvements to the safeguarding procedures to help prevent similar events in the future.

Records will be kept on file until the person reaches retirement age or for 10 years if that is longer.

'Keeping Children Safe in Education' (2023) Part Four provides detailed guidance to be followed in the event of an allegation against a staff member, please refer to this for further information.

Low level concerns about a staff member

Any concerns about a staff member that do not meet the harm threshold are low-level concerns. Reporting low-level concerns enables the early identification of inappropriate, problematic or concerning behaviour; minimizes the risk of abuse and ensures staff are clear regarding professional boundaries.

A low-level concern is a concern, no matter how small, that an adult working in the school may have behaved in a way that:

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

Examples of low-level concerns include:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door □ humiliating children

Procedure:

- All low-level concerns should be reported to the Headteacher who may wish to consult with the DSL.
- A discussion will take place with the person reporting the concern and decide next steps.
- Advice will be sought from the LADO if any questions or doubts whatsoever.
- A discussion will take place with the person about whom the concern has been raised.
- Monitoring and a risk assessment and/or action plan may be necessary.
- All low-level concerns are dealt with discreetly and on a need-to-know basis.
- Advice would be sought from HR if necessary.
- Some concerns may trigger the school's disciplinary, grievance, or whistleblowing procedures, which should be followed as necessary.
- All low-level concerns are recorded in writing and kept confidentially in line with Data Protection Act 2018 and UK GDPR.
- Records will be reviewed to identify any patterns of inappropriate, problematic or concerning behaviour.
- If the concerns escalate and meet the harm threshold, the case will be referred to the LADO.

For further information, please see the school Low-Level Concerns Policy.

The Use of 'Reasonable Force'

There are circumstances where it is appropriate for staff to use reasonable force to safeguard a child. This includes a variety of actions, including guiding a child safely by the arm, breaking up a fight, or where a young person needs to be restrained to prevent violence or injury.

At Eastbrook School, de-escalation techniques are used in the first instance and physical restraint is only used where it is absolutely necessary, such as when a child is a risk to themselves or others. Parent and Carers are informed. All incidents are recorded and signed off by the Headteacher.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should, in considering the risks, carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010, for example in relation to making reasonable adjustments and their Public Sector Equality Duty. Schools can reduce the occurrence of challenging behaviour and the need for reasonable force by drawing up behaviour plans (particularly for more vulnerable children), which are discussed and agreed with parent/carers and by ensuring appropriate support is in place.

Please see our Positive Handling Policy, which is available on the school website.

Whistleblowing

Any concerns regarding poor or unsafe practice must be raised by staff and this will be taken seriously by the Senior Leadership Team. Please report any concerns to the DSL, Headteacher or member of the Senior Leadership Team.

Eastbrook School adheres to the LBBD Whistleblowing Policy. This is available on the school website. Staff members are provided with a copy of the Whistleblowing Policy and must sign to confirm they have read and understood it.

The NSPCC Whistleblowing Advice Line is available to all staff: 0800 028 0285 or email help@nspcc.org.uk

Please see School's Whistleblowing policy for further information.

Complaints

We hope that parents, carers, visitors and other professionals feel confident to raise any issues or concerns with staff members who will do their best to resolve them. However, we acknowledge there will be occasions when a person may want to make a more formal complaint. These should be directed to the Headteacher. If the concern is about the Headteacher, the complaint should be directed to the Chair of Governors.

If it is felt that an issue cannot be raised within the school, it is open to you to raise your concern with someone outside the school such as:

- Local Authority Designated Officer (Mike Cullern)
- Police
- Department for Education
- Ofsted

Please see School's Complaints policy for further information.

Safer Recruitment

We have a responsibility and are committed to protecting children from unsuitable people through safe recruitment practices.

- All staff recruited to the school will be subject to identity, qualification and health checks; and right to work in the UK, together with references and interview information.
- Identity, references and qualifications are verified and appropriate criminal record checks (Disclosure and Barring Service, DBS); barred list and prohibition checks are undertaken. Enhanced DBS checks are undertaken for all those in regulated activity. This includes trainee teachers and volunteers.
- The school has a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.
- The school uses the Teacher Regulation Agency to make prohibition, direction, restriction, and children's barred list checks.
- Appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) Regulations 2018. If a person has lived or worked outside the UK, further checks will be made as appropriate.
- The school only uses employment agencies which can demonstrate that they positively vet their staff and written confirmation of this is obtained.
- Any misconduct of temporary or supply staff will be reported to the Local Authority.
- Appropriate staff members have regular training in safer recruitment and at least one trained staff member will be involved in the recruitment process.
- All information regarding staff is recorded on one secure and confidential database known as the Single Central Record. The Designated Safeguarding Lead is responsible for the Single Central Record and it is maintained by School Business Manager.
- The Single Central Record is reviewed and monitored at least termly by the Designated Safeguarding Lead, Governor for Safeguarding and Headteacher.

Our safer recruitment procedures are in line with 'Keeping Children Safe in Education' (2023) Part Three guidance.

Please see Safer Recruitment Policy for further information.

Teaching Safeguarding in School

Safeguarding and Online Safety are taught as part of the broad school curriculum, particularly within PSE and Character Education. It is compulsory for school to teach Relationships Education (primary) and Relationships and Sex Education (secondary), as well as Health Education. This has been embedded in the curriculum and is taught via a variety of methods, including assemblies, workshops, and by using different resources available from sources, such as and CEOP. Preventative education prepares pupils for modern life and creates culture for zero tolerance.

For more information, please see: [‘Teaching about relationships, sex and health \(Gov.uk\)’](#)

Pupils know who to talk to in school if they have any concerns. There are posters of Safeguarding Staff visible around the school. There is a pupil safeguarding board displaying information and signposting to agencies who provide support. In the primary, there are worry boxes in every classroom and a pupil safeguarding board displaying age-appropriate information.

Online Safety

The use of technology has become a huge part of many safeguarding issues. Technology often provides the platform that facilitates harm; therefore, it is essential that children are safeguarded from potentially harmful and inappropriate online material. At Eastbrook School, we have a whole school approach where we aim to protect our pupils using robust filtering and monitoring systems and by educating our pupils in their use of technology. We identify and provide support regarding any concerns.

There are four areas of risk in Online Safety (please see Online Safety Policy for more detailed information):

- **Content:** being exposed to illegal, inappropriate or harmful content
- **Contact:** being subjected to harmful online interaction with others
- **Conduct:** online behaviour that increase the likelihood of, or causes harm
- **Commerce:** risks such as online gambling, phishing, inappropriate advertising or financial scams

Remote Education

As schools increasingly work online, we continue to safeguard our pupils, ensuring our filtering and monitoring systems remain in place. The School Safeguarding and Online Safety policy also remains firmly in place during any remote education. Parents and carers are made aware of what pupils are expected to do online and who they will be interacting with. Parents/carers, pupils and staff are all made aware of the expectations regarding their behaviour online.

Any concerns regarding online safety must be reported to the DSLs following the school safeguarding procedures.

Online Safety policy and procedures are reviewed at least annually by the DSL and Headteacher.

Filtering and Monitoring

The school will do all we reasonably can to limit exposure to risks to online safety. The DSL, Headteacher and Senior Leadership Team will work with the IT staff to meet the standards of the DfE’s filtering and monitoring standards as follows:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Reviewing filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet safeguarding needs.

Please see our school Online Safety Policy for further information, which is available on the school website.

Mobile and Smart Technology

Many children have unlimited and unrestricted access to mobile networks such as 3G, 4G, 5G. This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

At Eastbrook School there is a zero-tolerance policy on the use of mobile phones and smart technology during school time.

Procedure in Primary phase:

- Year 5 and 6 children are permitted to bring a mobile phone to school as a safety measure when making their way to and from school. However, mobile phones are not permitted to be used during the school day.
- Mobile phones are collected at the start of each day and secured securely until they are returned at the end of the day.
- Smart watches are not permitted.
- Pupils do not have access to school Wi-Fi unless using a school device.

Procedure in Secondary phase:

- The school behaviour policy clearly states that there is a zero-tolerance policy on the use of mobile phones and personal devices during school time.
- All mobile phones are required to be switched off and placed in the pupil's bag.
- If a mobile phone is seen or heard by a member of staff during the school day, including break and lunch times, this will be confiscated for 5 days. Parent/Carer is informed if this occurs.
- Smart watches are not permitted to be used for communication purposes and any student suspected or found to do so, will have the watch confiscated for 5 days. Parent/Carer If informed if this occurs.
- Pupils do not have access to school Wi-Fi unless using a school device.

Information Security and Access Management

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Eastbrook School endeavours to meet the 'Cyber security standards for schools and colleges (Gov.uk)'.

Safeguarding Issues

Mental Health

In some cases, mental health issues can indicate that a child is suffering, or at risk of suffering, abuse, neglect, or exploitation. For children who have suffered abuse and/or neglect, or other traumatic adverse childhood experiences, this can have a lasting impact on their childhood and the rest of their life. Staff need to be aware of how these experiences impact on the mental health, behaviour and education of our pupils. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, but staff are well placed to identify any children whose behaviour suggests they may be experiencing a mental health problem or at risk of developing one.

If staff have a concern about the mental health of any children, this must be reported to the DSLs using the school safeguarding procedure.

Further information is available in the '[Mental Health and behaviour in schools guidance](#)'
Resources are available at '[Every Mind Matters](#)'

Child on Child Abuse

It is important to recognise that children can abuse other children. This is referred to as child-on-child abuse. This can happen both inside and outside of school and online. Even if there are no reports, it does not mean it is not happening. Girls are more likely to be victims of child-on-child abuse and boys more likely to be perpetrators. Children with special educational need and disabilities (SEND) are three times more likely to be abused than their peers. All child-on-child abuse is unacceptable and will be taken seriously. Staff must report any concerns to the DSL immediately.

Child on child abuse can include:

- Bullying (including cyber-bullying)
- Sexual violence and harassment
- Causing someone to engage in sexual activity without their consent, e.g. forcing someone to strip, touch themselves or engage in sexual activity with a third party.
- Physical abuse
- Consensual and non-consensual sharing of nude and semi-nude images or videos (sexting and youth produced sexual imagery).
- Upskirting, which involves taking a picture under a person's clothing without them knowing.
- Initiating/hazing type violence and rituals
- Abuse in intimate relationships between children (teenage relationship abuse)

Abuse should never be tolerated and should never be downplayed as 'banter', 'part of growing up', 'boys will be boys'. It is important to challenge any inappropriate behaviour and not to downplay any of this behaviour as this can lead to a culture of unacceptable behaviour, an unsafe environment for children or a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

At Eastbrook School, we have zero tolerance approach to sexual violence and harassment and we aim to help prevent child-on-child abuse by promoting an ethos of safety across the whole school where children can feel confident to share any worries or concerns. This is supported by our PSHE curriculum, which allows children to discuss issues to try and tackle any prejudiced behaviour and promotes healthy relationships. However, there will unfortunately be occasions child on child abuse may still happen and in these situations, it is important to take the concerns as seriously as if the perpetrator were an adult, and to follow the same referral procedures.

Any concerns regarding sexual violence and harassment, and/or peer on peer abuse must be reported to the Designated Safeguarding Leads immediately. The school's response is in line with Part Five of the 'Keeping Children Safe in Education, 2023' guidance.

Sexual Violence and Harassment

Sexual violence and harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Victims will find the experience stressful and traumatic, and this will have an impact on their educational attainment.

When referring to sexual violence, this refers to offences under the Sexual Offences Act 2003 as described below:

- **Rape:** a person commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person with his penis, B does not consent to the penetration and A does not reasonably believe that A consents.
- **Assault by Penetration:** a person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that A consents.
- **Sexual Assault:** a person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that A consents.
- **Causing someone to engage in sexual activity without consent:** a person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexual harassment is when there is 'unwanted sexual conduct of a sexual nature' that can occur online or offline. It is likely to violate a child's dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. This can include sexual comments, sexual taunting, physical behaviour, non-consensual sharing of sexual images and videos, displaying pictures, photos or drawings of a sexual nature, coercion and threats.

Online sexual harassment may include sharing of nude/semi-nude images and videos, sharing unwanted explicit content, sexualised online bullying, sexual exploitation, coercion and threats, and coercing others to share images of themselves or performing acts they are not comfortable with.

Taking and sharing of nude/semi-nude images or video of under 18s is a criminal offence. Please see 'UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' for more information.

Some groups can potentially be at greater risk, including girls, children with SEND and LGBT children

The Voyeurism (Offences) Act, also known as the Upskirting Act came into force in April 2019. Upskirting involves taking a picture under a person's clothing without them knowing or without their permission, with the intention to grab the buttocks or genitalia for the purposes of sexual gratification or to cause distress or harm. Anyone of any gender can be a victim. This is a criminal offence and any reports of upskirting will be reported to the police.

Harmful Sexual Behaviour

Children's sexual behaviour can vary from normal and developmentally expected to inappropriate, problematic, abusive and violent. Developmentally inappropriate behaviour may cause developmental damage, referred to as harmful sexual behaviour. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma. It can occur online and/or face-to-face. Age and stage of development are both critical factors of harmful sexual behaviour.

Procedure:

- Any concerns must be reported to the Designated Safeguarding Leads immediately.
- Any reported concerns will be managed with two members of staff present where possible.
- Information will be gathered as soon as possible by taking statements from the children involved using consistent language and open questions. The age of the children; where the incident took place; and the explanations given by the children, will be taken into consideration.
- The needs and wishes of the victim are paramount and they will never be made to feel ashamed or that they are a problem for making a report.
- The situation will be assessed to consider whether it was deliberate and if the intention was to harm another child, using Brooke Traffic Light Tool for guidance.
- If the information indicates that a child is at risk of or likely to suffer significant harm, children's social care and/or police will be contacted as appropriate.
- Reports of rape, assault by penetration or sexual assault will be reported to the police immediately.
- Eastbrook School will work with children's social care to put an appropriate risk assessment and management plan into place for both the child who may have been harmed and the child who has displayed the harmful behaviour.
- Support will be provided to the child who may have been harmed as appropriate, including pastoral support, counselling, mentoring.
- Consequences will be set for the child who has displayed harmful behaviour as advised and it may be necessary to refer to other agencies for support.
- Information will be shared with parents/carers as advised, unless doing this poses a greater risk to the child.
- In a situation where the child is not at significant risk of harm, information may still be shared with the parent if appropriate and in line with Local Authority confidentiality guidelines.
- All concerns, discussions, decisions, and reasons for decisions will be recorded using our confidential digital system and any files will be kept securely and confidentially.

Procedure for dealing with nude/semi-nude images and videos:

As above but the following actions are also required:

- If staff become aware of any nude/semi-nude images on a pupil's device, please do not view, download or share this as it is illegal.
- The device should be confiscated from the pupil and passed to the DSL immediately who will gather further information.
- Don't delete or ask the pupil to delete it.
- Do not ask the pupil for any further information regarding the imagery.
- Do not share any information regarding the incident with the parent/carer or any other staff members.
- The police will be contacted, and a referral made to Children's Social Care where appropriate.
- The staff member must record the concern on Edukey as soon as possible.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Child criminal exploitation and Child Sexual Exploitation are forms of 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 any criminal activity or sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator, and/or through threat or violence. The victim may have been exploited even if the activity appears consensual. This can affect children, both male and female, and can include children who have been moved for the purpose of exploitation (trafficking).

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions.
- associate with other children involved in exploitation.
- suffer from changes in emotional well-being.
- misuse alcohol and other drugs.
- go missing for periods of time or regularly come home late.
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may happen without the child's immediate knowledge, e.g. through others sharing images on social media. It can affect any child who has been coerced into engaging in sexual activities. Some may not realise they are being exploited. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections
- display sexual behaviours beyond expected sexual development
- become pregnant

A child under the age of 13 is not legally capable of consenting to sex or any type of sexual touching; and this is statutory rape. Sexual activity with a child under 16 is an offence. It is also an offence for a person with a position of trust to have a sexual relationship with a child under 16.

Any concerns regarding CSE must be reported to the Designated Safeguarding Leads immediately. A CSE Risk Assessment is completed and sent with a multi-agency referral form (MARF) to Children's Services. Police are also contacted as necessary.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. The experience of girls who are criminally exploited can be very different to that of boys. Children being criminally exploited may be at higher risk of sexual exploitation.

Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. This can include children being forced to shoplift or pickpocket, being forced to work in cannabis factories, using threat or violence towards other, or being coerced to move drugs or money across the country (county lines).

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home.
- have been the victim or perpetrator of serious violence (e.g. knife crime).
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.
- owe a 'debt bond' to their exploiters.
- have their bank accounts used to facilitate drug dealing.

Any concerns regarding CCE and County Lines must be reported to the DSLs immediately who complete an exploitation risk assessment and will refer to Social Care and Police as necessary. Other agencies may also be contacted in order to support the young person.

Further information is available in guidance by the '[Home Office and The Children's Society County Lines Toolkit](#)'

Serious Violence or Crime

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
- 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, which could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

Violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

The school will work with safeguarding partners and agencies where necessary to contribute to plans for preventing and reducing serious violence and crime in the local community.

Any concerns must be reported to the DSLs, who will liaise with police and Children's Social Care.

Domestic Abuse

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. This could include:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Types of domestic abuse include:

- Intimate partner violence
- Abuse by family members
- Teenage relationship abuse
- Child to parent abuse

Anyone can be a victim of domestic abuse and it can take place inside and outside the family home.

Children can be victims of domestic abuse if they see, hear or experience the effects of abuse. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children, as well as having an effect on their development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their own intimate relationships (teenage relationship abuse).

Staff must report any concerns regarding domestic abuse to the DSLs who will make a referral to Children's Social Care.

Eastbrook School is part of the **Operation Encompass** system that is operated by the police. The DSL receives a notification if a domestic incident has taken place and children have been present. The school can then ensure there is appropriate support in place.

Operation Encompass Helpline for staff members: 020 4513 9990 (Mon-Fri 8am – 1pm)

Further information is available on the NSPCC website and the National Domestic Abuse Helpline is free of charge and available 24 hours a day: 0808 2000 247

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or where the female genital organs are injured and there is no medical reason for this. It can be a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and immediate and/or long-term health consequences. It is a form of child abuse and a form of violence against women and girls. It is illegal in the UK.

A direct report to the police is only required if a disclosure has been made, not if it is a suspected case. Any concerns should be reported to the DSLs who will follow safeguarding procedures.

Signs and indicators include:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.

A girl or woman who has had FGM may:

- Have difficulty walking, standing or sitting.
- Spend longer in the bathroom or toilet.
- Appear withdrawn, anxious or depressed.
- Have unusual behaviour after an absence from school or college.
- Be particularly reluctant to undergo normal medical examinations.
- Ask for help but may not be explicit about the problem due to embarrassment or fear.

Further information is available in the '[Multi-agency statutory guidance on female genital mutilation](#)' and the '[FGM resource pack](#)'

For further guidance staff can contact NSPCC FGM Helpline on 0800 028 3550

Prevent Duty

Preventing Radicalisation: The Counter Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service providers to have due regard to the need to prevent people from being drawn into terrorism (known as **Prevent Duty**). Young people can be exposed to extremist influences or prejudice views, in particular those via the internet and social media.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people, causes damage to property or seriously disrupts/interferes with an electronic system. The use or threat must be designed to influence the government or for advancing a particular political/cultural/religious cause.

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. Staff should be alert to changes in children's behaviour, which could indicate they may be in need of help or protection.

Some indicators include (these are not exhaustive and are not the only source of information required to make an appropriate assessment):

An individual may be engaged with an extremist group:

- Spending increased time with a specific group
- Changing personal appearance in accordance with the group
- Loss of interest in other friends and activities
- Possession of materials or symbols belonging to a particular extremist group or cause
- Attempting to recruit others to a particular group or cause
- Communicating with others in a particular group or cause

An individual may be intending to use violence or other illegal means:

- Identifying a particular group or cause as threatening and placing blame on them
- Expressing attitudes that justify violence or offending
- Condoning or supporting violence towards others
- Plotting or conspiring against others

An individual may be capable of contributing directly or indirectly to an act of terrorism:

- Having a history of violence
- Using criminal networks to support extremist goals
- Having occupational skills that can enable acts of terrorism
- Having technical experience that can be deployed

Channel programme: this provides support to young people at an early stage to people who are identified as vulnerable to being drawn into terrorism.

Any concerns regarding radicalisation must be reported to the Designated Safeguarding Leads immediately who will contact the Multi Agency Safeguarding Hub (MASH) and complete a MARF. The Prevent Team and Police will be notified, and a referral will be made to the Channel programme as appropriate.

Please see guidance for further information:

[‘Revised Prevent duty guidance: for England and Wales \(April 2021\)’](#)

Information, tools and resources can also be found at: [‘educateagainsthate.com’](http://educateagainsthate.com)

Honour-Based Abuse

Honour-based abuse is where a crime or incident may have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something not in keeping with their traditional beliefs and culture. It can include multiple perpetrators.

This may be committed against people who:

- Become involved with a person from a different culture or religion
- Want to get out of an arranged/forced marriage
- Wear clothes or take part in activities that might not be considered traditional

Women and girls are the most common victims of honour-based violence however it can affect men and boys. Crimes do not always include violence and can involve:

- Domestic abuse/sexual and/or psychological abuse
- Threats of violence
- Being held against your will
- Forced marriage

All concerns, including those relating to culture and faith, such as Witchcraft and Spirit Possession, are to be reported to the Designated Safeguarding Leads using the school procedure.

Forced marriage: a marriage that is entered into without the consent of both people; and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. This is different to an arranged marriage that both people have agreed to. Some perpetrators use perceived cultural practices to coerce a person into marriage.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Any concerns regarding honour-based abuse and forced marriage should be reported to the Designated Safeguarding Leads immediately and relevant agencies, such as Children's Social Care and Police will be contacted as necessary.

Staff can contact the Forced Marriage Unit for advice or information: 020 7008 0151 or email fm@fco.gov.uk. The Forced Marriage Unit (FMU) has created 'Multi-agency practice guidelines: handling cases of forced marriage'.

Guidance is available: 'The right to choose: government guidance on forced marriage (April 2023)'.

Modern Slavery

Modern Slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Any concerns can be referred to the National Referral Mechanism. Any concerns must be reported to the DSLs who will refer to Social Care and other agencies as necessary. For further information please see Modern Slavery: how to identify and support victims (Gov.uk)

Fabricated or Induced Illness (FII)

This is when a parent or carer fakes or creates the symptoms of an illness. This might include giving a child medicine, tampering with medical equipment or falsifying test results, and deliberately inducing illness, e.g. by poisoning the child with unnecessary medication or other substances. Any concerns must be reported to the DSLs who will refer to Social Care as necessary.

Children with Family Members in Prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Any concerns are to be reported to the DSLs who will liaise with relevant agencies and ensure appropriate support is in place.

Homelessness

Being homeless or at risk of being homeless can pose a risk to a child's welfare and wellbeing. Indicators include being in rent arrears, in debt, domestic abuse, anti-social behaviour, and if a family has been asked to leave a property. Any concerns must be reported to the DSLs who will refer to Social Care and other agencies as necessary.

Child Abduction and Community Safety Incidents

The unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. At Eastbrook school, pupils have many opportunities to learn about keeping safe, e.g. road safety assemblies.

Any concerns must be reported to the DSLs who will refer to Social Care and/or police as necessary.

Cybercrime

Criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyberenabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Any concerns must be reported to the DSL who will consider referral to the police Cyber Choices programme.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

Children Missing Education (CME)

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children who are repeatedly going missing can act as a warning sign of a range of safeguarding issues. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate:

- Mental health problems
- Risk of substance misuse
- Risk of travelling to conflict zones
- Risk of female genital mutilation (FGM)
- Risk of forced marriage

Early intervention is necessary to identify and prevent risks of a child going missing in the future. Any concerns regarding children missing from education should be reported to the Designated Safeguarding Leads, who will follow safeguarding procedures and liaise with the LBBB CME Team.

Procedure for unauthorised absence and for dealing with children who go missing from education:

If on the third day of absence, no reason has been given for the absence and there has been no response from a parent/carer, a home visit will be conducted by Attendance Officer and Designated Safeguarding Lead/Deputy Designated Safeguarding Lead.

In line with our Attendance Policy and LBBB guidelines, the school Attendance Officer (**Joanne Archer**) will inform the local authority when any pupil is removed from the admission register due to:

- Being home educated
- Having moved away from school and no longer attending
- Medically certified as not in a fit state to attend school
- Excluded from school

Parents are expected to provide at least two emergency contacts for their child/ren.

Eastbrook School will inform the Local Authority of any pupil who fails to attend school regularly or is absent for a period of 10 school days or more.

Any concerns regarding persistent lateness, persistent absence, patterns in absence, truanting, children not attending school, must be reported to the DSLs who will refer to Social Care as necessary and liaise with the Local Authority's CME Team.

For further information, please see [DfE 'Children Missing Education' 'Missing Children's and Adults Strategy' \(Gov.uk\)](#)

Elective Home Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will try to work together with the Local Authority and key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. The school will inform the local authority of all deletions from the admissions register when a child is taken off roll.

Alternative Provision

The school continues to be responsible for the safeguarding of the pupil when placed in an alternative provision. Written confirmation is obtained to ensure adults working with the child at the alternative provision provider have had appropriate safeguarding checks.

The school liaises with the alternative provision provider, including regular telephone calls and visits to the provider, to discuss the pupil's progress and any concerns.

Work Experience

When the school organises work experience placements for pupils, we ensure the placement provider has policies and procedures in place to keep children safe.

Private Fostering

This is when a child under the age of 16 (under 18 if disabled) is cared for by a person who is not their parent or close family relative. This is a private arrangement between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, aunts, or uncles (whether of full blood, half blood or marriage/affinity). Great grandparents, great aunts or uncles or cousins are not considered as

close relatives. We have a mandatory duty to inform the Local Authority regarding private fostering so the child and private foster carer can be supported.

For any cases where private fostering is suspected, staff should notify the Designated Safeguarding Lead, school safeguarding procedures must be followed, and the LA will be informed in order for them to carry out a private fostering assessment.

Children Potentially at Greater Risk of Harm

Children with Special Educational Needs and Disabilities (SEND)

Children with SEN and Disabilities can face additional safeguarding challenges. Additional barriers can exist when identifying abuse and neglect in this group of children, particularly when the children have communication difficulties. These can include making assumptions that indicators of possible abuse relate to the child's disability without further exploration; being more prone to peer group isolation or bullying; the potential of being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Staff need to be more vigilant and recognise the increased vulnerability of these children and must report concerns to the Designated Safeguarding Leads and SENCo in line with the school safeguarding procedures. The school will ensure extra pastoral support for these children and appropriate support is in place for communication.

SENDIASS provide information, advice and support for parents/carers and children.

The Barking & Dagenham IASS service contact details are as follows:

Tel: 0208 593 4422

Email: carers@carerscentre.org.uk

Address: 334 Heathway, Dagenham, RM10 8NJ

Website: www.carerscentre.org.uk/services/iass-information-advice-support-service

Further information is available in DfE's '[SEND Code of Practice 0 to 25'](#)

Children who need a Social Worker: children may need a Social Worker to help with their safeguarding and welfare needs. These children are usually subject to Child Protection or Child in Need Plans. This could be due to abuse, neglect and family circumstances. The trauma and adverse childhood experiences they have faced have an impact on their attendance, behaviour, educational progress, learning and mental health. This can place them at further risk. Information is shared with Social Workers regarding these children and pastoral support is provided in school, alongside and as part of the plan in place by Social Care.

Children requiring mental health support: the mental health and wellbeing of our pupils is very important to us and issues can be an indicator that a child is suffering abuse, neglect or exploitation. We actively promote the positive health, wellbeing and resilience of our pupils.

Children who are absent from school: Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

Looked after children or previously looked after children (LAC): this is usually because a child has been subject to or at risk of abuse and/or neglect. We ensure we have the appropriate information regarding a child's legal status and the child's contact arrangements. The Designated Teachers at Eastbrook School liaises with the Social Workers and Virtual School to ensure looked after children are supported and to promote their educational progress.

Care leavers: DSLs liaise with the Personal Advisor of any children who are no longer looked after and become care leavers to ensure they are aware of any concerns and are supported.

Lesbian, Gay, Bi or Trans (LGBT): The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. The school provides a safe space for children to speak out or share their concerns with members of staff. Pupils identified as vulnerable are spoken to and are aware of trusted adults in school that they can talk to for support.

Safe & Successful drop off and collection of children

The procedures set out below apply mainly to the primary phase, however the sections 'procedure for children being collected by a parent who is incapacitated' and 'procedure for children that are not allowed to leave the school premises due to a safeguarding concern' also applies to the secondary phase.

It is important to ensure safe and successful drop off and collection of children to and from School. This includes dealing with children who are late to be collected or are not collected at the end of the school day or from authorised activity. It also applies to circumstances where staff has concern about a child travelling to and from school alone, concerns about the effective care by the person collecting the child and circumstances where the school are asked not to allow the child to leave school premises where there are safeguarding concerns.

There may also be cases where the school is made aware that a child has been left without appropriate supervision. If the child is felt to be at risk of harm, the police and social care will be contacted to undertake a welfare check.

Procedure for primary children who are collected late or not collected:

- Eastbrook School finishes at 3:00pm unless a child is on a pre-arranged after school club or activity.
- Class teachers will remain with the child in the classroom for 10 minutes before taking them to the hall. Children are supervised by a member of staff on 'late duty' until 3.30pm.
- If the child is still not collected by 3.30pm, they will be taken to the school office and supervised by a member of office staff until 4pm.
- School staff will attempt to contact parents or carers on all numbers available via telephone call and Groupcall text message. There should be a minimum of two contacts.
- If a child remains uncollected and contact cannot be made by 4:00pm, a telephone call will be made to MASH Team and a social worker will provide guidance on how to progress. If the matter requires a child protection response, a referral will be made to Children's Services. If there is still no contact by 4:30pm, a second telephone call will be made to MASH Team.
- If attempts to contact the parent/care remain unsuccessful, the social worker may arrange for the child to be taken to a place of safety, e.g. emergency foster placement.
- Children that are repeatedly collected late will be referred to the Designated Safeguarding Leads for further action.

Procedure for children who travel to and from school alone:

- All children must be accompanied to and from school by an appropriate adult (school's minimum age is 14 years).
- Children in Years 5/6 are able to travel to and from school alone with written permission from a parent/carer.
- Children will not be released to unknown adults without prior permission from parents/carers and password is given to class teacher.
- If any teacher is unsure of the adult collecting the child, they should check with the school office.
- Children enter their classroom from 8.45am and if attending Breakfast Club, enter via the school office.

- If a parent wishes their child to travel to and from school alone, they must make an application to the Headteacher in writing. Each case will be considered on an individual basis.
- Parents retain the right to appeal the Head teacher's decision by writing directly to the Governing Body.

Procedure for children who are collected by someone who is incapacitated:

- If a staff member believes that a parent or carer who has arrived to collect a child is incapacitated through drugs or alcohol, they must immediately call for assistance and follow school safeguarding procedures.

Procedure for children that are not allowed to leave the school premises due to a safeguarding concern:

- Occasionally we will be instructed not to release child or children to their parent or carer by the police or social services.
- Parents will be informed as soon as the school is able to do so.
- The children will be cared for in a safe environment while further instruction is taken from the police and social services.

Monitoring and Evaluation of Safeguarding

The safeguarding practice is regularly reviewed through a number of mechanisms in school:

- Regular meetings with Headteacher
- Regular meetings with Safeguarding Governor
- Termly report to Governors
- Ongoing supervision processes
- Local Authority Self-Assessment
- NSPCC Safeguarding Assessment Tool

Results of any audits or self-assessment inform planning and ongoing improvements in Safeguarding and contribute to the School's Improvement Plan.

Additional Policies relating to Safeguarding

(Available from the school website or on request)

- Staff Behaviour Policy/Code of Conduct
- Low level concerns policy
- Behaviour Policy (Pupils)
- Online Safety (E-Safety) Policy
- Anti-Bullying Policy
- Safer Recruitment Policy
- Managing Allegations Policy
- Whistleblowing Policy
- Complaints Policy
- Health & Safety Policy
- Positive Handling Policy
- Educational Visits Policy
- First Aid Policy
- Intimate Care Policy
- SEND Policy
- RSE Policy



STAFF SAFEGUARDING AGREEMENT

At Eastbrook School we recognise that safeguarding and promoting the welfare of children is the responsibility of everyone and our policy applies to all governors, staff and volunteers as well as temporary and visiting members of staff.

School staff (including volunteers) will have regular contact with children and are particularly important in identifying concerns early and providing help, to prevent concerns escalating.

All staff members have been issued with the **Eastbrook School Safeguarding Policy** and **Keeping Safe in Education (2024): Part One** at the start of their employment and at the beginning of each academic year. All staff members are required to read, understand and adhere to this guidance.

The Counter-Terrorism and Security Act 2015 places a duty on school staff to have due regard to the need to prevent people from being drawn into terrorism known as the **Prevent Duty**. Protecting children from the risk of radicalisation is part of our school's wider safeguarding duties.

Teachers have a mandatory duty under the **FGM (Female Genital Mutilation) Act, 2003** (section 5B) to report any known cases of FGM directly to the police. This is in the event of a disclosure of FGM or if any physical signs have been witnessed. The Designated Safeguarding Lead will support with this.

All staff should feel able to raise any concerns about poor and unsafe practice to the Senior Leadership Team and should familiarise themselves with the **Whistleblowing Policy**. Staff can call the NSPCC Whistleblowing Helpline on 0800 028 0285 for advice.

Any concerns regarding staff are to be reported to the Headteacher/Executive Headteacher and any concerns regarding the Headteacher are to be reported to the Chair of Governors. School procedures regarding managing allegations are in line with Part 4 of Keeping Children Safe in Education (2024).

I have received, read and understood the Eastbrook School Safeguarding Policy and Keeping Safe in Education (2024): Part One and agree to adhere to this.

I agree to follow the Prevent duty and report any concerns regarding radicalisation and extremism to the Designated Safeguarding Lead via the usual school safeguarding processes.

As a Teacher, I agree to report any cases of FGM directly to the police, with support from the Designated Safeguarding Lead.

I have received, read and understood the Whistleblowing Policy and agree to report any concerns regarding poor and unsafe practice to the Senior Leadership Team. I will report any concerns regarding staff to the Headteacher/Executive Headteacher and any concerns about the Headteacher to the Chair of Governors.

Name _____

Job Title _____

Date _____

Signature _____

Appendix 2

Indicators of Child Abuse and Neglect (information from NSPCC)

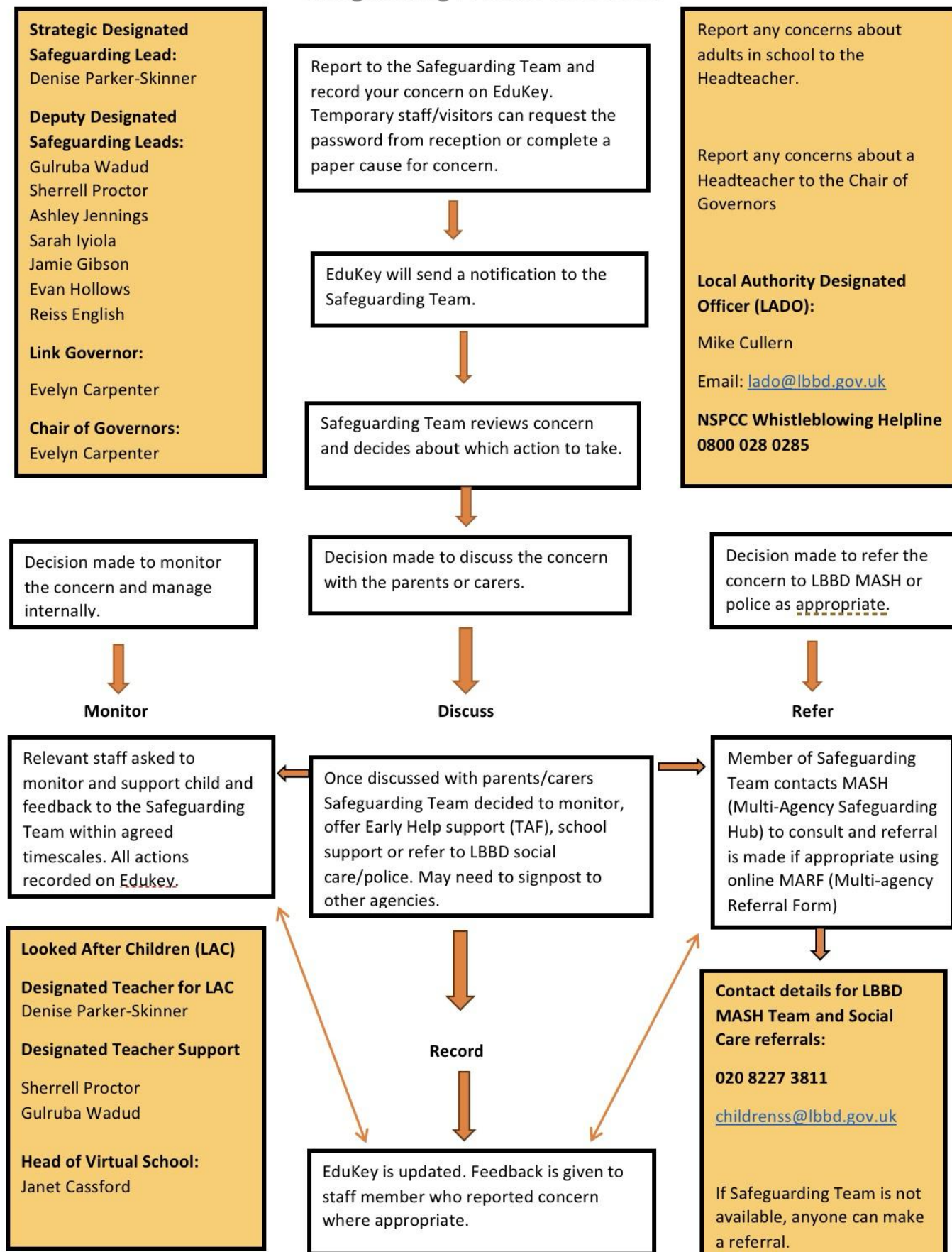
Signs and Symptoms of Child Abuse and Neglect	
Physical Abuse	Emotional Abuse

<p>The child may have:</p> <p>Bruising</p> <ul style="list-style-type: none"> • commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks. • defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet. • clusters of bruises on the upper arm, outside of the thigh or on the body. • bruises with dots of blood under the skin. • a bruised scalp and swollen eyes from hair being pulled violently. • bruises in the shape of a hand or object. <p>Burns/Scalds</p> <ul style="list-style-type: none"> • can be from hot liquids, hot objects, flames, chemicals or electricity. • on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs. • a clear edge to the burn or scald. • sometimes in the shape of an implement for example, a circular cigarette burn. • multiple burns or scalds. <p>Bite Marks</p> <ul style="list-style-type: none"> • usually oval or circular in shape. • visible wounds, indentations or bruising from individual teeth. • Scarring. <p>Fractures/Broken Bones</p> <ul style="list-style-type: none"> • fractures to the ribs or the leg bones in babies. • multiple fractures or breaks at different stages of healing. <p>Other Injuries</p> <ul style="list-style-type: none"> • effects of poisoning such as vomiting, drowsiness or seizures. • respiratory problems from drowning, suffocation or poisoning 	<p>The child may:</p> <ul style="list-style-type: none"> • present as hostile and aggressive, may be prone to angry outbursts or lashing out towards others. • be more impulsive than other children, poor concentration. • be quiet or withdrawn. • have difficulty with friendships and socialising. • have only a few friends. May be perceived by other children as more likely to be aggressive or disruptive. • have low confidence and low self-esteem. • have difficulty interpreting emotions such as anger or sadness. • have more mood swings and may show inappropriate levels of affection. • feel worthless and that situations are beyond their control, leading to anxiety and feeling of helplessness. • give up easily as don't see the point in trying. • have fewer coping skills, less likely to talk to someone. • have more difficulty in completing complex tasks, particularly those involving following instructions.
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Sexual Abuse	Neglect

<p>A child may:</p> <ul style="list-style-type: none"> • talk about secrets. • be distracted, distant, behave in a way that seems they have something on their mind. • have nightmares/trouble sleeping. • wet or soil themselves. • exhibit sudden inexplicable changes in behaviour, e.g. becoming aggressive or withdrawn. • exhibit poor self- image. • stop enjoying activities. • be reluctant to dress for PE/Sport. • act in a way sexually inappropriate for their age, e.g. using sexualised language, making sexual gestures, showing sexual behaviour toward others. • seem constantly sad or unhappy. • become withdrawn. • regress to a younger behavioural pattern. • say they are bad, dirty or wicked. • develop eating disorders. • self-harm. • be reluctant to go home or to certain locations. • have physical symptoms such as discomfort, bleeding, soreness, unusual discharge. • avoid being alone with people, such as family members or friends. • seem frightened of a certain person. • have unexplained sources of money or gifts 	<p>A child may have:</p> <ul style="list-style-type: none"> • poor personal hygiene - may be smelly or dirty. • have unwashed clothes. • have inadequate clothing, e.g. not having a winter coat. • seem hungry or turn up to school without having breakfast or any lunch money. • untreated injuries, medical and dental issues repeated accidental injuries caused by lack of supervision. • constant tiredness. • no social relationships. • regular left alone, looking after younger siblings. • lack of stimulation can result in developmental delay. • difficult or challenging behaviour or craving attention. • recurring illnesses or infections. • missed medical appointments/not being given appropriate medicines. • skin sores, rashes, flea bites, scabies or ringworm. • thin or swollen tummy. • faltering weight or growth and not reaching developmental milestones (known as failure to thrive). • poor language, communication or social skills. • living in an unsuitable home environment for example dog mess being left or not having any heating. • left alone for a long time. • taking on the role of carer for other family members. • frequent lateness or non-attendance to school.
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Safeguarding Process Flowchart



Safeguarding Process Flowchart September 2024

Safeguarding Cause for Concern Form

Please complete this form and hand it to the Safeguarding Team/Headteacher.

Child Details:

Full name of pupil:

DOB:

Class:

Date:

Time:

What is the concern?

(Please continue on additional sheet and attach if necessary)

Staff details:

Full name:

Position:

Date:

Signature:

(Please circle to indicate who you have handed it to)

Body Map

Please indicate on the map below, where on the body the mark or injury has been seen.

