

Friern Barnet School

Safeguarding and Child Protection Policy



Last Reviewed:	November 2024	Next Review:	16 October 2025
Approved by:	Governing Body	Date:	16 November 2024

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment inside and outside the home, including online; preventing impairment of health and/or development; ensuring that children are growing up safely and taking action as soon as problems emerge to enable all children to have the best outcomes.

Child Protection is part of safeguarding and promoting welfare to protect specific children who are suffering or are likely to suffer, significant harm.

Rationale

Friern Barnet School fully recognises its responsibilities for protecting children; the care, welfare and safety of the students in our charge is of paramount importance. The school should be a safe environment in which children can learn and develop. We maintain a culture of vigilance.

All school staff and governors have an important role to play in the prevention of abuse and neglect. It is incumbent upon us to ensure the well-being of all our students in so far as we are able, both inside and outside school and to work with external agencies. (The term 'abuse' could include physical, emotional, sexual abuse and also neglect). It is the job of the governing body to ensure that the school meets all of its statutory duties. The governor responsible for safeguarding at Friern Barnet School is Councillor Anne Hutton.

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

Aims

As a school we will:

- practice safe recruitment in checking the suitability of staff and volunteers to work with children (see Appendix A)
- raise awareness of child protection issues and equip children with the skills needed to keep them safe (see Appendix B)
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse (see Appendix A)
- support students who have been abused in accordance with his/her agreed child protection plan
- establish a safe environment in which children can learn and develop

Practice

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Local Authority and the Department for Education

[Working together to Safeguard Children July 2018](#)

[Keeping children safe in education September 2023](#)

[Supervision of activity with children December 2013](#)

[Female genital mutilation: multi-agency practice guidelines July 2020](#)

[Prevent Duty Guidance 2023](#)

[Children missing education September 2016](#)

[Child sexual exploitation February 2017](#)

[NSPCC](#)

[Barnet children safeguarding board](#)

[London Child Sexual Exploitation Protocol 2021](#)

[London Child Protection Procedures](#)

[FBS Positive Behaviour for Learning Policy](#)

We will ensure that:

- there is a Designated Safeguarding Lead, Mr J Robinson, Assistant Deputy Head, Senior Deputy Designated Safeguarding Lead and Designated Teacher for Looked After Children, Ms T Josif, and Miss T John, Deputy Designated Safeguarding Leads, all of whom have received appropriate training and support for this role. They can be contacted via MyConcern. All staff who work at the school have a login for MyConcern.
- every member of staff (including temporary and supply staff and volunteers) and all governors know the name of the Designated Safeguarding team responsible for child protection and their role
- every member of staff has read Keeping children safe in education Part 1 and Annex A (September 2023) and understand their role in safeguarding and how to implement the school's procedures for safeguarding children
- there is a nominated governor responsible for child protection. Councilor Anne Hutton can be contacted on Cllr.A.Hutton@barnet.gov.uk and also 020 8368 2777

Designated Safeguarding Lead (DSL)

The DSL, Mr J Robinson, has specific responsibility for the co-ordination of child protection procedures within the school and for liaison with social care and other agencies.

All staff are made aware who the DSL is, as all cases of suspected abuse should be reported via MyConcern in the first instance.

The DSL will have appropriate training and will have knowledge of:

- a) how to identify the signs and symptoms of abuse and when to make a referral to the relevant Multi Agency Safeguarding Hub and understand fully Local Authority procedures and their own role within them
- b) the role and responsibilities of the multi-agency workforce and how to liaise with them and the requirements of record keeping

We recognise that because of the day to day contact with children, all staff that work within the school are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. They should be consulted and involved in all matters and decisions which may affect their lives
- ensure children know that there are adults in the school whom they can approach if they are worried
- include opportunities in the pastoral curriculum for children to develop the skills they need to recognise and stay safe from abuse. Within this programme students are encouraged to develop the skills and confidence to deal with difficult situations including abuse. Students also encounter these skills in many other subjects across the curriculum
- be committed to supporting parents/carers to prevent harm or further harm and alerting them to the dangers for children. This is done through appropriate contact with parents/carers, through the availability of updated policies on the school website, communications via the school newsletter, text and telephone contact and staff input in a variety of settings, ranging from parents evenings to meetings on a group and individual basis
- ensure every member of staff is sensitive to students' disclosures of abuse, whether by parents or others, including allegations made against members of school staff (see Appendix C)

- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead (see Appendix B)
- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding
- notify the DSL if a student has an unexplained absence of more than one day
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences and core groups
- keep records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely on MyConcern and any paperwork is kept separate from the main student file, and in locked locations
- follow procedures where an allegation is made against a member of staff or volunteer (see Appendix C)
- ensure safe recruitment practices are always followed (see Appendix A)

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- the school behaviour policy aimed at supporting vulnerable students in the school (see school Positive Behaviour for Learning Policy and Appendix B Peer on peer abuse). The school will ensure that the student knows that they are valued and not to be blamed for any abuse which has occurred.
- liaison with other agencies that support the student such as Social Care, Child and Adolescent Mental Health Service, Targeted Youth Support and the Educational Psychology Service
- ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and all staff but especially the DSL and deputies should be considering the context of Friern Barnet School and the wider environmental factors that are present in the children's lives and are a threat to their safety and welfare.

Special Educational Needs and Disabilities (SEND)

All staff should recognize the potential for abuse of students with SEND. These children are disproportionately at higher risk of isolation and bullying and all staff should be aware of the additional barriers that can exist when recognising abuse and neglect in this group of children, including assuming that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse. Friern Barnet School provide extra pastoral support for these children through a link teaching assistant and three pastoral support managers who are responsible for closely monitoring the child's welfare.

Premises – Lettings

The school is dedicated to ensuring the safeguarding of its pupils at all times. It is a requirement of hire that hirers abide by the schools' requirements in respect of safeguarding. Any failure from the hirer in this respect will result in the hire being terminated.

It is the responsibility of the hirers to ensure that safeguarding measures are in place while hiring out the space.

If there is a chance that those hiring the premises will come into contact with pupils, for example if the hire occurs during school hours, or when pupils may be present in the school (during after-school clubs or extra-curricular activities), we will ask for confirmation that the hirers and anyone else coming on to the school site have had the appropriate level of DBS check.

The hirer will be required to have appropriate safeguarding policies in place, including safeguarding and child protection, and shall provide copies of these policies on request to the school.

The hirer confirms that, should any safeguarding concerns present themselves during the hire of the school premises, they shall contact the school's Designated Safeguarding Lead, Jim Robinson: j.robinson@friern.barnet.sch.uk as soon as reasonably practicable.

The hirer understands that if our school receives an allegation relating to an incident where an individual or organisation is using our school premises for running an activity for children, we will follow our usual safeguarding procedures and inform our local authority designated officer (LADO).

Online filtering and monitoring

The FBS network, devices and users are protected by several security and monitoring systems. Our Firewall, managed by LGfL ensures the network is secure from intrusion. All Internet filtering on school devices is provided by LGfL WebScreen; this is specifically designed for use in schools, with students having a more restrictive policy than staff. LGfL Homeprotect Internet filtering is also applied on student laptops taken home. All devices are protected from malware by Sophos Central antivirus software. LanSchool is used by staff to monitor and control student classroom PCs.

CHILD PROTECTION POLICY – APPENDIX A

Procedures

The school will ensure that the following take place:

- i. All staff interview panels will involve at least one member of staff who is safer recruitment trained and that interviews follow safer recruitment procedures.
- ii. As part of the appointment process all staff employed by the school and volunteers will have enhanced DBS checks and follow up interviews may be undertaken.
- iii. Volunteers who are engaged in regulated activity and supervised will be risk assessed and a decision made, as a result of the risk assessment, regarding if it is necessary to carry out an enhanced DBS check.
- iv. As part of the shortlisting process an online search may be carried out as part on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.
- v. as part of the induction process, all new staff will be given guidance on dealing with reported incidents, or concerns about Child Protection.
- vi. in line with statutory guidance, all staff have regular Child Protection training, provided by the DSL or in some situations the Local Authority.

1. When a child makes a disclosure, the student should be enabled to give their own account. Staff should stay calm, be reassuring but must not suggest, or ask leading questions. Staff must not physically examine the child. If the child shows an injury, make notes of what is seen. Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

Where appropriate you may wish to use the following phrases:

- *Can you describe how it happened?*
 - *Tell me more*
 - *Please explain that a bit further*
2. Where possible, verbatim notes are to be taken of what the child discloses by using actual phrases and vocabulary. If this is not appropriate, try immediately after the interview to record what has been disclosed on MyConcern. Record the context in which a disclosure took place. Do not ask the child to write it down although the child might chose to write rather than speak.
 3. The notes must make clear who was present at the meeting. If in written form the scribe will sign and date the notes made. References to dates, times and other people involved need to be made clear.
 4. No guarantee of confidentiality can be given, since the information may have to be passed on to appropriate agencies.

Where appropriate you may wish to use the following phrases:

- *I am taking this very seriously*
- *You are not to blame*
- *I understand how difficult this must be to talk about. Well done for being brave enough*
- *I cannot keep this a secret*

- *I need to share this information with another member of staff/social worker/police officer who will work with you to make sure you are safe*
 - *I will continue to support you*
 - *I cannot make you any promises*
5. When a child reports abuse to any member of staff, or a member of staff suspects abuse, that member of staff must immediately report it to the school's DSL or, in their absence, to one of the Deputy Designated Safeguarding Leads within the school. Staff can make direct referrals if they cannot contact the DSL or they feel their concerns are not being taken seriously. The Barnet MASH team can be contacted on 020 8359 4066
 6. The school DSL will liaise, as appropriate, with relevant agencies such as Social Care.

CHILD PROTECTION POLICY – APPENDIX B

Categories of Abuse

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Recognising signs of Physical Abuse

- Fingertip bruising
- Grasp marks
- Implement marks
- Broken bones
- Bite marks
- Scalds and burns with clear outlines
- Bruising to the face or soft tissues, buttocks or torso
- Black eyes
- Unexplained injuries
- Injuries with conflicting explanations
- A repeated pattern of injuries that seem unlikely to have been caused accidentally
- The child may become withdrawn and aggressive, lose confidence or be reluctant to discuss the injuries

Recognising signs of Emotional Abuse

- Attention seeking behaviour
- Inappropriate behaviour to non-parental adults
- Chronic lack of self-esteem and self-confidence
- Regression
- Becoming withdrawn
- Failure to make friends
- Development and learning delays
- Angry outbursts
- Over-compliance

Recognising signs of Sexual Abuse

- Inappropriate sexual knowledge and behaviour in the child
- Unusual bleeding or discharge from the genitals
- Bruising or bite marks around the genital area, bottom or thighs
- Self-harming
- Eating and sleeping disturbances
- Depression
- Low self-esteem
- Suicidal behaviour
- Inappropriate sexual behaviour towards other children and adults

Recognising signs of Neglect

- Poor hygiene
- Inadequate clothing
- Untreated medical conditions
- Poor self-esteem
- Failure to thrive
- Poor growth and development
- Chronic tiredness and hunger
- Falling asleep in the classroom
- Frequent absences or lateness at school
- High levels of accidents
- Poor social relationships
- Poor hair condition, skin sores, etc.

Further categories of abuse

Domestic violence

Prolonged and/or regular exposure to domestic violence can have a serious impact on children's safety and welfare, despite the best efforts of parents to protect them. Domestic violence has an impact on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress. Children can also experience domestic violence through being involved in an abusive relationship or from people other than parents and carers. Experiencing domestic abuse at home or within their own intimate relationships has the potential to impact of a child's health, wellbeing, and ability to learn in both the short-term and long-term.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. In most cases school will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should be recognized in some cases 16 year olds could be living independently from their parent, for example through exclusion from the family home, and will require a different level of intervention.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are appropriate guides provided to support child that can be accessed. Also making child arrangements via the family courts following separation can be stressful for children.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child Sexual Exploitation (CSE)

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

CSE Vulnerability Factors

- Living in a chaotic or dysfunctional household
- History of abuse
- Living in residential care, hostel, B & B or being homeless
- Gang association either through relatives, peers, intimate relationships or neighbourhood
- Lacking friends from the same age group
- Attending school or are friends with young people who are sexually exploited
- Not engaging in education/training or employment
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Learning disabilities
- Young carer
- Recent bereavement or loss
- Low self-esteem or self confidence

CSE Behavioural & Risk Indicators

- Older boyfriend
- Gang-involved peers
- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Evidence or sexual bullying and/or vulnerability through the internet and/or social networking sites

- Disclosure made then withdrawn
- Unexplained money or gifts and unexplained mobiles
- Absent from school
- Bullying in or out of school
- Change in physical appearance
- Recruiting others into exploitative situations
- Family involvement in sexual exploitation
- Poor mental health
- Self-harm or thoughts of/or attempts at suicide

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

FGM Risk indicators

- The family comes from a community that is known to practice FGM - especially if there are elderly women present
- A female student's mother has undergone the procedure previously
- A female student's sister has undergone the procedure previously
- A girl is withdrawn from personal, social and health education at the request of the parent/carer

Signs that could indicate FGM might be imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.5 for the nationalities that traditionally practise FGM)
- Parents seeking to withdraw their children from learning about FGM

It is important that professionals look out for signs that FGM has already taken place. There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems
- A girl or woman may have frequent urinary, menstrual or stomach problems
- There may be prolonged or repeated absences from school or college
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM
- A girl or woman may be particularly reluctant to undergo normal medical examinations
- A girl or woman may confide in a professional

- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear
- A girl may talk about pain or discomfort between her legs

All staff should raise any FGM related concerns with the DSL (or deputy). Section 5B of the Female Genital Mutilation Act 2003 (as amended by the serious crime act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under the age of 18.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

Extremism

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non proscribed extremist groups such as the English Defence League.

All members of staff within the school must have due regard to the need to prevent people from being drawn into terrorism. This duty is known as **The Prevent Duty**. (KCSIE September 2021)

Honour Based Violence and Forced Marriage

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor.

Children Missing from Education

A child missing from education is a compulsory school-age child who is not on the roll of a school, not placed in alternative provision by a local authority and who is not receiving suitable education at home. However children who are on roll can go missing from education and staff should be alert to any child who has failed to attend school for more than one unauthorised day.

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or sexual exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of 145 substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called ‘honour’-based abuse or risk of forced marriage.

Child on child abuse

There are many forms of abuse which may occur **between children**. Staff need to be aware of the following:

- Physical abuse which causes physical harm to another person
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexual violence and sexual harassment which includes inappropriate sexual language and touching; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Cyber bullying which is the use of phones, instant messaging, email, chat rooms or social networking sites such as Facebook, Instagram and Twitter to threaten or intimidate
- Sexting which is when someone sends or receives a sexually explicit text, image or video. For further information refer to the guidance 'Sexting in Schools':
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf
- Initiation-type violence or rituals sometimes known as hazing
- Making, possessing and distributing sexual imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of the young person themselves if they are under 18
- Teenage relationship abuse which is defined as a pattern of actual or threatened acts of physical, sexual and/or emotional abuse perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. The perpetrator uses a pattern of violence and coercive behaviour in order to gain power and maintain control over the victim
- Prejudiced behaviour, which refers to a range of hurtful behaviour, physical, emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised and which is connected with prejudices around belonging, identity and equality in wider society. This particularly refers to prejudices due to disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life and sexual identity

Serious violence

- Indicators, which may signal that children are at risk from, or are involved with serious violent crime may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home [Office's Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

(Please see [Anti Bullying Policy](#))

What does Friern Barnet School do to minimise the risk of child on child abuse and deal with any allegations?

Minimising the risk of child on child abuse

Peer on peer abuse is not acceptable and will not be tolerated. It is important that adults working in Friern Barnet School understand that it cannot be passed off as 'banter', 'part of growing up' or 'having a laugh'. Strategies employed to minimise the risk of child on child abuse are:

- a highly visible staff presence at breaktime, lunchtime, before and after school
- open and visible social area
- a strong achievement culture rewarding non-aggressive behaviour
- the positive behaviour for learning policy outlining the behaviour expectations, sanctions and rewards
- assemblies about consent and healthy relationships
- increased use of "circle" time with students to encourage empathy, tolerance and understanding.
- development of a pastoral curriculum across the school that explores healthy relationships, tolerance, respect and consent
- social skills courses provided by in school facilitators and one to one mentoring provided by internal mentors and external consultants
- use of Pastoral Support Plans and reports to address concerning behaviour by perpetrators
- the school's involvement in Anti-Bullying Week in November to raise the profile of bullying issues
- using student voice, in particular the Student Parliament, to gain a student perspective on child on child abuse; its prevalence within the school and how best to tackle it
- external agencies helping to educate and inform students in workshops and to help remove the fear of speaking up

Dealing with allegations of child on child abuse

Friern Barnet School will always deal with reported instances of child on child abuse in a calm, considered and appropriate way. Our primary aim is to prevent and/or stop any continuation of the harmful behaviour, to safeguard the student who has experienced the abuse and to trigger sources of support for both the victim and the perpetrator. Decisions will be made on a case-by-case basis.

In the event of a disclosure we would seek to:

- establish a supportive and safe environment
- reassure the victim that they are being taken seriously
- maintain confidentiality
- appreciate the victim's need to see that positive action is taken and to be given as much control as is reasonably possible over decisions about investigation and support
- inform parents, when appropriate
- give feedback to the victim when appropriate
- recognise the need for using agencies such as the police and social care as appropriate
- bring about a lasting change of behaviour in the perpetrator
- consider how the victim can be safeguarded in school

The following procedure should be followed if peer on peer abuse is suspected, witnessed or disclosed.

1. The student may disclose to a member of staff or a member of staff suspects or witnesses peer on peer abuse. The incident is immediately logged on MyConcern.
2. The Designated Safeguarding Team make a decision about the appropriate course of action through a risk assessment and if necessary, make a referral to the police and/or social care or any other relevant agency.

3. The course of action is discussed with the victim and parents are informed if appropriate and following safeguarding procedures
4. Arrangements are made within school if both the victim and the perpetrator are both there, to support the victim and ensure they feel safe. This might be moving the children so they are in different lessons or providing a safe space during break and lunch time
5. If the alleged perpetrator is found to be responsible for the child on child abuse, an appropriate disciplinary sanction will be served following, if appropriate, investigation by the relevant outside agencies. Parents will be informed and called in for a meeting, where agreements and targets are made and recorded.
6. There is a possibility of a referral to social skills/learning mentoring/counselling sessions for any of the students involved following appropriate safeguarding guidelines.

CHILD PROTECTION POLICY – APPENDIX C

Dealing with allegations of abuse made against school staff and adults working with children in school

By virtue of their day to day contact, staff working with children play an important role in the prevention of abuse and neglect. This close contact could also afford opportunities for abuse, and could leave staff vulnerable to unfounded allegations, whether or not maliciously motivated.

An allegation can be made that a member of staff has:

- behaved in a way that has harmed or may have harmed the child
- has possibly committed a criminal offence against a child or children
- behaved towards a child or children in a way that indicates he/she is unsuitable to work with children

It is therefore important that members of staff avoid situations, such as being alone with a student, which could leave them open to allegations being made against them. Sensitive interviews should be conducted with a second adult present.

The management of allegations of abuse must be conducted with an 'open and enquiring mind', in a manner and place that reflects the seriousness of the underlying charges. At the same time, care must be taken to avoid ill-considered judgements and actions, including decisions to suspend.

London Borough of Barnet procedures, as designated below, will be followed. These procedures need to be applied with common sense and judgement.

If a member of school staff becomes aware of an allegation of abuse where a member of staff is thought to have been involved in the abuse the following guidance must be followed:

- 1. Ask the child if s/he requires medical attention, and ensure that medical attention is provided.*
- 2. Report the matter to the Head Teacher (unless the member of staff involved is the Head Teacher when contact should be made with the Chair of Governors). An initial fact finding stage will have taken place in school to collate information and ascertain the details of the allegation.*
- 3. Make written notes of the circumstances as reported to him/her. Pass these notes to the Head Teacher.*
- 4. The Local Authority Designated Officer (LADO) will be contacted by the Head Teacher. The designated Safeguarding Governor will also be informed.*
- 5. The LADO will decide on how the allegation will proceed and if necessary discuss the issue with Children's Social Care, Police Child Protection Team, and inform the Chief Education Officer.*
- 6. London Borough of Barnet Human Resources will advise the Head Teacher/Chair of Governors (as appropriate) of any immediate action that may need to be taken with regard to the member of staff against whom an allegation has been made.*
- 7. The above group, together with the Head Teacher/Chair of Governors (as appropriate) will hold a child protection strategy meeting, led by the Local Safeguarding Children's Board, to discuss the way in which the matter will be dealt with.*
- 8. All procedures will be checked with the London Safeguarding Children Policy Handbook.*
<http://www.londonscb.gov.uk/>

Whistleblowing

The governing body seeks to run all aspects of school business and activity with full regard for high standards of conduct and integrity. In the event that members of school staff or governors become aware of activities which give cause for concern, the London borough of Barnet whistleblowing policy, or code of practice, acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion.

The policy is applicable to the governors and employees of all schools maintained by Barnet Council. The type of activity or behaviour, which is dealt with under this policy includes matters pertinent to this policy such as:

- any criminal activity
- abuse of position
- misconduct
- miscarriages of justice
- abuse or ill treatment of any member of staff or service recipient
- abuse or ill treatment of vulnerable adults or children
- danger to Health and Safety
- deliberate non-compliance of a school policy, an official code of practice, law or regulation
- deliberate concealment of information relating to any of the above

The whistleblowing policy can be found on the school website and the NSPCC Whistleblowing number is displayed in the staff room.

Teachers' standards

In line with the national teachers' standards teachers should make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.

The Teachers' Standards can be found on the GOV.UK website:
<https://www.gov.uk/government/publications/teachers-standards>

CHILD PROTECTION POLICY – APPENDIX D

Mobile Phones

- Students must put their mobile phones in their bags or inside their blazer pockets before they enter the school gates. They must be switched off
- Students are permitted to use their own mobile device when they have been granted permission from their tutor, teacher or another appropriate adult. The use of mobile devices is for educational purposes only and will be monitored by an adult
- Students are not permitted to use their mobile phones at any other time throughout the school day
- If a student is found using their mobile phone it will be confiscated and put in student services for the student to collect at the end of the day
- If a student is using a mobile phone without permission and refuses to co-operate and hand their mobile phone over to a member of staff, a more senior member of staff will support. The phone will be taken and 60min detention issued. The phone will only be returned when a parent / carer attends a meeting in school.
- Students are permitted to use their mobile phone once they leave the school gates.

CHILD PROTECTION POLICY – APPENDIX E

Self-harm and suicide

Suicide is the leading cause of death in young people; schools play a vital role in helping to prevent young suicide. At FBS we want to make sure that students are as suicide-safe as possible.

Thoughts of self-harm and suicide are common, particularly among young people.

Suicide is complex. There are many contributory factors surrounding a suicide and reasons are often complex and individual to that person.

Stigma inhibits learning. We recognise that the stigma surrounding self-harm, suicide and other mental illness can be both a barrier to seeking help and a barrier to offering help. We are dedicated to tackling suicide stigma.

Self-harm and suicide is everyone's business, and we want to facilitate the reporting of any risks and concerns.

Self-harm and suicide are difficult things to talk about. Through the training of student wellbeing representatives and whole school awareness of mental ill health, we will provide adults in school who are able to identify when a student may be struggling with thoughts of suicide.

Talking about suicide does not create or increase risk. Contrary to common belief, this type of questioning does not encourage young people to pursue suicide ideation. Rather it signals that you care and that you are ready to talk to them about it. The opportunity to discuss feelings around suicide can provide a great relief.

We will endeavour to involve anyone from our community who has personal experience of self-harm and suicide; either having struggled themselves or supported someone with thoughts of suicide.

We will help to ensure an active person-centred self-harm and suicide prevention, and intervention policy.

- Our DSL is responsible for the design, implementation, and maintenance of this policy.
- We will endeavour to ensure that all our staff are self-harm and suicide aware. This means that all staff inductions will include self-harm and suicide awareness. A suicide and self-harm toolkit, developed by Essex Local Authority, provides further support to members of staff and can be accessed via this link.
https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Document/Self%20Harm%20Toolkit%20for%20Schools%20Sept%202019.pdf
- We will ensure that staff are aware of their responsibilities around suicide prevention as outlined in our Safeguarding and Child Protection Policy and we will continue to reinforce the message to all staff that we should always believe children and young people.
- We will ensure that all secondary students are self-harm and suicide aware through the delivery of class lessons/assemblies on mental ill health and a clear pathway for pupils to raise concerns to school staff.
- We will be aware of how we enhance the physical safety of our environment including the removal of potential ligature points, restricting access to places which facilitate jumping, and securely storing harmful substances.
- We recognise that the need to protect someone's life overrides confidentiality and will report our concern to the Designated Safeguarding Lead or Mental Health Lead immediately.

- We will endeavour to put in place mechanisms which allow staff that have regular interaction with the students to be able to flag or review any concerns about the individual students, including suspected suicidal thoughts.
- When we identify a student at risk of self-harm or suicide we would inform the Designated Safeguarding Lead or Mental Health Lead and if a student is in crisis we would dial 999

We will help to ensure a sensitive, and safe, suicide post provision.

- We will work in partnership with the Local Authority in the event of a serious incident, whereby someone has attempted or died by suicide.
- We will also be mindful of the impact that supporting an inquest can have on staff and their wellbeing and will signpost to appropriate support both in school, via our Mental Health First Aider and external resources such as, Papyrus, Samaritans and QWELL counselling services.
- We will ensure that peers and school staff are supported and able to access services when self-harm or suicide has affected them
- We will ensure effective partnership working to support students returning school after a serious incident of self-harm or attempted suicide, including Team Around the Child, whereby the child/young person is at the centre of decision making and determines who is best to support them in school.

CHILD PROTECTION POLICY – APPENDIX F

Physical contact with pupils?

Our policy rests on the belief that every member of staff needs to know the difference between appropriate and inappropriate touch. Hence, staff need to demonstrate a clear understanding of the importance of acting as role models for students regarding this. This is both to ensure the safety of young person and the member of staff, but also to support students as they develop into young adults.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Staff should be aware that when they do make physical contact with a child, this could be scrutinised later. The safest option is always no contact.

- Physical contact should never be initiated by an adult, only the child

Examples of where touching a pupil might be proper or necessary:

- Holding the hand or preferably linking arms of the child whilst walking on unstable surfaces. Staff should have 'flat-hands' when holding hands and never grip the child's hand
- When comforting a distressed pupil; This could include a hand on the shoulder of the young person. Hugging pupils should not be a regular greeting. If the child requests a hug for comfort, a timed, side-by-side hug is advised
- When a pupil is being congratulated or praised; this could include shaking the pupil's hand or a pat on the shoulder
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid

Other possible things to include:

1. Always ensure there are other adults or responsible children around
2. Never show favour to individual children
3. Never touch a child in the area between the waist and mid-thigh or near the chest
4. Never touch a child in a way that could be mis-interpreted as being anything other than friendly and professional appropriate adult-child support

Appropriate touches include:

- Hand shakes
- Shoulder hugs
- Holding hands (only if instigated by child) or linking arms
- Guiding children using "Gentle Hands"
- Restraint approaches for trained staff only